MANUAL

OF THE

COMMON SCHOOLS,

OF

WAYNE COUNTY, IND.

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MANUAL

— OF THE —

COMMON SCHOOLS

— OF —

Wayne County, Indiana;

— CONTAINING THE —

Course of Instruction.

1885.

BY J. C. MACPHERSON,
COUNTY SUPERINTENDENT.

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RICHMOND, IND.:
J. M. COE, BOOK AND JOB PRINTER.

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EXPLANATION.

The present is the third attempt to put in permanent and convenient form, information concerning the Public Schools of Wayne County. A larger pamphlet has been produced at each successive attempt; and, it is believed that the present publication will be found almost entirely complete, for the service of patrons and pupils as well as officers and teachers.

This MANUAL has been written at an opportune time. The work of the schools has become unified and systematic; and all important questions connected therewith, have been settled either by custom or by the action of the County Board.

In the preparation of Part II, assistance was received from teachers representing nearly every part of the county. But acknowledgments are due too many persons to permit the mention of any for fear of omitting some equally deserving.

The cost of printing was to be paid from surplus institute fees and the proceeds of advertisements. The outlay has exceeded the resources, but the undertaking does not become an expense to the public funds.

J. C. MACPHERSON,
County Superintendent.

July, 1885.

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Part I.—System and Administration.

CHAPTER I.

INDIANA SCHOOL SYSTEM.

ORIGIN.

The Ordinance of Congress—passed May 20, 1785—in relation to the mode of disposing of the public lands in the territory of the United States, northwest of the Ohio river, provided that "there shall be reserved the lot [section] No. 16, of every township, for the maintenance of public schools within said township."

The famous Ordinance of July 13, 1787, which provides for the government of the above described territory, declares:

"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

By these national acts, the duty of "The State" to provide for the education of the children, was recognized. Following in their lead, the first Constitution of Indiana—adopted in 1816—contained the following:

"Knowledge and learning generally diffused through a community, being essential to the preservation of a free government, and spreading the opportunities and advantages of education through the various parts of the country being highly conducive to this end—* * * It shall be the duty of the General Assembly, as soon as circumstances permit, to provide by law for a general system of education, * * wherein tuition shall be gratis and equally open to all."

PRESENT CONSTITUTIONAL PROVISIONS.

Article VIII of the Constitution adopted in 1851, by a popular majority of eighty thousand—is devoted to "Education." The first section says:

1. *Knowledge and learning generally diffused throughout a community being essential to the preservation of a free government, it shall be the duty of the General Assembly to encourage, by all suitable means, moral, intellectual, scientific, and agricultural improvement, and to provide by law for a general and uniform system of common schools, wherein tuition shall be without charge and equally open to all.*

The other sections relate chiefly to provisions for the care and management of the school funds.

The Supreme Court has made several decisions upon the meaning of the first section:

1. *Schools a State Institution.* Under our former constitution we had had two systems of common schools, the general and the local, and the local had broken down the general system, and neither had flourished. This was an evil distinctly in the view of the convention which framed the new constitution, and it was determined that the two systems should no longer co-exist; that the one general system should continue, strengthened by additional aids, and that the counteracting local system should go out of existence. * * Common schools as a whole are made a State institution—a system co-extensive with the State, embracing within it every citizen, every foot of territory, and all the taxable property of the State.—10 Ind. 76 and 77.

2. *General.* Our common school system must be general, that is, it must extend over and embrace every portion of the State.—48 Ind. 358.

3. *Uniform.* It must be uniform. This will be secured when all the schools of the same grade have the same system of government and discipline, the same branches of learning taught, and the same qualifications for admission.—*Id.* 359.

4. *Classification.* The schools must be equally open to all. But the legislature may classify the pupils to be admitted, with reference to age, sex, advancement, and branches of study to be pursued; and may designate to what schools and what school houses the different ages, sexes, and degrees of proficiency shall be assigned.—*Id.* 360.

DOCTRINES.

From what has been quoted it will be seen that the Indiana School System is based upon the following broad principles:

1. That intelligence is essential to the maintenance of good government and the realization of freedom.

2. That every child in the State should be afforded equal school privileges.

3. That it is the duty of the State to provide by law for a thorough and efficient system of schools which shall be equally open to all.

4. That the schools should be established and supervised by State authority. It is not enough that the State makes by its laws a system of schools possible. The State should compel the location, establishment and maintenance of a sufficient number of schools for the education of all its children. A permissive system would soon become no system.

5. That the property of the State should educate the children of the State.

"All the citizens of the State are governed by the same system of laws. The laws of the State are an outgrowth of the intelligence of the citizens. A limitation of intelligence is a limitation of citizenship, and ignorance on the part of some is an abridgment of the liberty of others. Hence, every citizen is benefited by, and therefore, has an interest in, the intelligence of every other citizen. Thus an equalization of benefits arises from a uniform

school system; upon this is based the doctrine of equal obligation. In the maintenance of a general system of schools, the State has recognized the principle that the property of the State should educate the children of the State. It, therefore, levies and collects a tax upon the property of its citizens, and the proceeds of that tax it distributes equally among the children of the State, to be used for tuition purposes only."—*Supt. Smart*, 1880.

DEVELOPMENT OF THE SCHOOL SYSTEM.

In accordance with the general law of institutional development, the growth of the school system of Indiana has been toward simplicity and unity. By the first Constitution it was made the duty of the General Assembly "as soon as circumstances will permit, to provide for a general system of education." The first attempt to create such an institution was "An act incorporating congressional townships, and providing for public schools therein," approved February 6, 1837. The system then established was extremely complicated, and was weakened by an excessive division of functions among numerous officers. It was without county or State direction, and nearly every step in matters of taxation and administration was dependent upon the votes of the inhabitants of school districts. These defects were not removed by the "Act to increase and extend the benefits of common schools," approved January 19, 1849. The inefficacy of these statutes soon became apparent; and the present Constitution, adopted in 1851, not only renewed the requirement that the system should be general and uniform, but also forbade the enactment of local or special laws for supporting common schools. In pursuance of these provisions a general school law was enacted in 1852, and received the approval of the Governor on February 14th of that year. This law contained the germs of the present system; and after passing through several revisions by the General Assembly, guided by a series of luminous decisions of the Supreme Court, it was embodied in the act of March 6, 1865, the last comprehensive statute on the subject of common schools. This, as amended to date, with a number of supplemental sections and acts, constitutes the school law of Indiana.—*Supt. Holcombe*, 1883.

OUTLINE OF THE SYSTEM.

The following are the Institutions that constitute the present School System of Indiana:

Township Elementary or District Schools.
Township Graded Schools.
Town and City Schools.
Town and City High Schools.
Township Institutes.
County Institutes.

General Institutions:

State Normal School, located at Terre Haute.
State University, located at Bloomington.
Purdue Universty, (Agricultural and Mechanical), at Lafayette.

Special Institutions:

Institute for the Education of the Deaf and Dumb, Indianapolis.
Institute for the Education of the Blind, Indianapolis.
Soldiers' Orphans' Home, Knightstown.

Reformatory Institutions:

House of Refuge, (Boys), Plainfield.
Girls' Reformatory, Indianapolis.

CHAPTER II.

OFFICERS AND THEIR DUTIES.

For the administration of the System, the officers herein named have been provided, and certain duties assigned. The figures at the end of sentences refer to sections of the Revised Statute of Indiana.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

Elected by the people for two years. §4406. He is charged with the administration of the system of public instruction, and a general superintendance of school affairs; supervises the management of the school funds and revenues; makes reports to the Governor and the General Assembly; apportions revenue among the counties; and publishes and interprets the school law. He prepares and transmits to the proper officers, suitable forms and regulations for making their reports to him, and all necessary instructions for the better organization and government of the schools. He compiles statistics; visits the counties and inspects the security of the funds; calls meetings of school officers; lectures upon topics calculated to subserve the interests of public education. He hears appeals in certain cases. He is a member of the State Board of Education, and a trustee of the State Normal School. §4408–4417, 4477, 4482, 4543.

STATE BOARD OF EDUCATION.

An *ex officio* body of professional educators, including the State Superintendent, who is its president, the Presidents of the State University, the State Normal School, and Purdue University, and the Superintendents of the Public Schools of the three largest cities in the State; and the Governor. §4420. This Board constitutes an advisory council to the State Superintendent, examines applicants for State license, prepares questions for county examinations, and takes cognizance of such questions as may arise in the practical administration of the school system, not otherwise provided for. §4421, 4422.

THE COUNTY SUPERINTENDENT.

Appointed by the Township Trustees for two years. §4424. Examines and licenses teachers. §4425. May revoke licenses. §4426. Reports to State Superintendent, names of persons licensed. §4428. Has the general superintendence of the schools of his county; visits schools for the purpose of increasing their usefulness and elevating all as far as practicable to a common standard. Shall encourage teachers' institutes and associations; shall labor in every practicable way, to elevate the standard of teaching and to improve the condition of the schools of the county; shall carry out instructions of State Superintendent and State Board; and is the medium between the State Superintendent and the subordinate school officers. §4429. Compiles reports of enumeration, transfers, and financial and statistical information, and forwards to proper authority. §4431, 4432. 4468. Has power to institute suit in certain cases. §4435. Must hold County Institute once a year. §4523. Must attend and conduct township institutes. §4429. Hears appeals in certain cases. §4537. Is a member of the County Board of Education, its president *ex officio;* and practically its executive officer. §4436.

COUNTY BOARD OF EDUCATION.

An *ex officio* body of school officers within the county. See Chapter III.

THE TOWNSHIP TRUSTEE.

The Trustee of the civil Township is *ex officio* School Trustee of such part of the Township as is not included within limits of any incorporated town or city situate in such Township. §4438.

A. As School Trustee he receives the school revenues belonging to the school corporation, and pays out the same for the purposes intended; keeps record thereof, and makes report to and settlement with County Commissioners. §4441. He takes charge of educational affairs of the school corporation; employs teachers; establishes and locates schools; builds houses; provides furniture, apparatus, fuel, etc. May establish graded schools and prescribe the regulations therefor; has charge of all school property belonging to the township. §4444. Requires reports of teachers. §4449. Makes report of statistical information concerning schools to County Superintendent annually. §4450. Levies special tax for the construction of houses, the providing of furniture, fuel, and all other expenses except tuition. §4467. Enumerates the school children. §4472. May transfer persons because of better accommodations. §4473. Reports enumeration and transfers to County Superintendent. §4475. May organize separate schools for colored children. §4496. Shall provide to have taught in the Common Schools, Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, Physiology, History of the United States, and good behavior; and may introduce other branches as the advancement of the pupils may require. §4497.

B. Levies the tax for school purposes, commonly know as the "local tax for tuition." §4469. May levy tax to pay debts in certain cases. §4471. Shall provide same length of term to each school of the township.

§4494. Appoints District Director in case of failure to elect. §4498. May dismiss teacher upon due notice and for good cause. §4501. Hears appeals from decisions of Directors. §4506. May sell school property on petition. §4511. Shall contract with teachers to attend township institute. §4520. Has charge of Township Library. §4529. Decisions of Township Trustee, relating to school meetings, establishment of schools, location and removal of school houses, transfers, and dismissal of teachers, are appealable to County Superintendent. §4537. The Township Trustee is a member of the County Board of Education, (§4436), and an elector of the County Superintendent. (§4424).

SCHOOL BOARDS OF CITIES AND TOWNS.

Composed of three Trustees appointed by the Common Council in cities, and the Board of (civil) Trustees in incorporated towns, for a term of three years, one appointee retiring each year. Such Trustees elect one of their number president, one secretary and one treasurer, for a period of one year. §4439.

A. School Boards exercise for their respective school corporations, all the powers and duties ascribed to Township Trustee, in paragraph A, above.

C. The School Board may employ a superintendent, prescribe his duties, and pay him from the special school revenue. §4445. Shall receive the proceeds of such bonds as (civil) town trustees or city council may issue and sell, and shall apply to the purpose only for which the same is provided. §4489. Before purchasing ground or contracting for building, must obtain approval of civil trustees of town or common council of city. §4491. Civil trustees of towns and common councils of cities levy the "local tax for tuition." §4469.

D. The School Trustees of two or more school corporations have power to establish joint graded schools, and provide for admitting into the higher departments of their graded schools, from the primary schools of their corporations, such pupils as are sufficiently advanced for such admission. §4446. Under this law an incorporated town and the township in which it is situated may unite in the establishment of a joint graded school. The section just quoted provides for the purchase of grounds and erection of building, selection of teachers, and the care and management of such graded schools.

THE DISTRICT DIRECTOR.

A full explanation of the duties of this officer is given in a later chapter. See table of contents.

OTHER OFFICERS.

The Auditor of State, Treasurer of State, County Auditor, County Treasurer, and County Commissioners, have duties in regard to the care and management of the School Funds and the collecting and disbursing of the School Revenues. Their respective duties can, to some extent, be inferred from the following Calendar.

The Funds and Revenues will be explained in a later chapter.

CALENDAR.

Showing when Duties of School Officers are to be performed.

January 1.—Semi-annual apportionment of school revenue for tuition, made by State Superintendent. §4477, 4482.

January, Last Monday.—Distribution of school revenue to school corporations, made by County Auditor, and reported to State Superintendent. 4486.

March 1.—Enumeration of children, by Trustees, commenced. 4472.

May 1.—Meeting of County Board of Education. 4436.

May 1.—Trustee's report of enumeration and transfers, filed with County Superintendent. 4475.

May 15.—County Superintendent's report of enumeration, due to State Superintendent. 4431.

May, Third Monday.—Auditor's semi-annual report of school revenue for apportionment, due to State Superintendent. 4479.

May, Fourth Monday.—Semi-annual apportionment of school revenue, made by State Superintendent. 4477, 4482.

May, Last Week.—County Superintendent reports names of teachers licensed, to State Superintendent. 4428.

June 1.—County Superintendent reports to County Auditor, basis of apportionment. 4432. Also, statement of transfers. 4468.

June, First Monday—biennially—Township Trustees appoint County Superintendent. 4424.

June.—County Auditor and County Treasurer report to County Commissioners, relative to school funds held in trust in their county. 4398.

June.—Commissioners meet, examine said reports, compare and inspect books, etc.; and report condition of school funds to State Superintendent. 4399, 4400, 4401.

June.—Election of School Trustees in incorporated towns and cities. They must organize within five days after the election of a member, and execute their respective bonds. 4439. Auditor reports names to State Superintendent. 4440.

June, Second Monday.—Semi-annual distribution of school revenue, made by Auditor and reported to State Superintendent. 4486.

July.—County Superintendent's report on Institutes, to State Superintendent.

July 31.—End of school year. 4441, 4450.

August, First Monday.—Trustee's report of receipts and expenditures due to County Commissioners. County Commissioners meet to settle with School Trustees. A copy of report to be filed with County Superintendent within ten days after its date. 4441.

August, First Monday.—Trustee's statistical report to County Superintendent, due. 4450.

September 1.—Meeting of the County Board of Education. 4436.

September 1.—County Superintendent's statistical report to the State Superintendent, due. 4431.

October, First Saturday.—Election of School Director in the districts. 4498.

December 25.—Auditor's semi-annual report of school revenue for apportionment, and annual settlement sheet of interest, due to State Superintendent. 4479.

CHAPTER III.

COUNTY BOARD OF EDUCATION.

THE STATUTE.

Members. *The County Superintendent and the Trustees of the townships, and the Chairman of the School Trustees of each town and city of the county, shall constitute a County Board of Education.*

Meetings. *Said Board shall meet, semi-annually, at the office of the County Superintendent, on the first days of May and September (unless the said days be* Quorum. *Sunday, and if so, on the day following), a majority of whom shall constitute a quorum.*

President. *The County Superintendent shall preside at the meetings of the Board, and shall be allowed to vote* Superintendent's Vote. *on all questions as other members of the same are allowed to vote.*

Duties. *Said Board shall consider the general wants and needs of the schools and school property of which they have charge, and all matters relating to the purchase of school furniture, books, maps, charts, etc.*

Text-books. Libraries. *The change of text-books, except in cities, and the care and management of township libraries, shall be determined by such Board, and each township shall conform as nearly as practicable to its actions;*

Period of Adoption. *But no text-book, hereafter adopted by the County Board, shall be changed within six years from the date of such adoption, except by unanimous vote of all the members of such Board. Section 4436.*

COMMENTS.

"The County Board of Education was instituted in 1873. The legislative enactments of that year amended the school law in such marked particulars, as to cause it thereafter to be spoken of as 'the new law.' The amendments reorganized the county system, with the following essential features: (1) County Superintendency; (2) Township Institutes; (3) County Board of Education.

"An examination of the statute will show the duties and province of the Board: 1. To consider the general wants and needs of the schools; 2. The wants and needs of the school property; 3. All matters relating to the purchase of school furniture, books, maps, charts, etc.; 4. To determine the change of text-books (except in cities); 5. The care and management of Township Libraries.

"Thus it is seen that the subjects for the Board's consideration embrace much of the work of Trustees and Superintendent. By its action can be brought about the uniformity in facilities and similarity in practices so much needed throughout the county. * * * The Board is the enduring part of our county system. The Superintendent can be changed every two years. The Trustees of townships must leave their positions after four years' service. The other members are subjected to rotation each year. A continuous organization of the Board can be maintained, for at no time will all, or perhaps even a majority, of the members retire and give place to inexperienced successors."—*J. C. M.—Report of* 1877.

OPINIONS.

1. *President pro tem.*—In the absence of the County Superintendent the Board may appoint one of its members president *pro tem.—Smart.*

2. *Course of Study.*—The Board may adopt a course of study for district schools, and rules and regulations for the government thereof.—*Smart.*

3. *Rules.*—The County Board and Trustees have the right to make such rules and regulations, according to law, as will tend to promote the general good of the public schools, and it is the duty of teachers to carry out such rules in good faith.—*Bloss.*

4. *Record.*—It is very important that school officers and County Boards should make careful record of their proceedings.—*Smart.*

5. *Adoption of Books.*—It is the policy of the law to prohibit and prevent frequent changes of text-books, prompted or promoted by improper motives, and to protect the public against unnecessary expense. When the necessary text-books are fully ascertained and determined by the Board, it is the duty of township officers to conform to its action until lawfully changed.—*Hord, Att'y-Gen.*

6. *Adopted books in towns.*—The graded schools of incorporated towns are under the same control of the County Board as any of the schools of the township. Cities alone are excepted.—*Bloss.*

Incorporated towns are not exempted from the control of the Board, and yet are not expressly required to conform. It has uniformily been held to be the duty of Trustees of towns to introduce the text-books adopted by the County Board so far as it is practicable to do so. But, though towns must not adopt or introduce books different from those adopted by the County Board, yet in branches in which the County Board has made no adoption the towns may select books.—*Holcombe.*

PLAN OF PERMANENT ORGANIZATION.

Adopted September 1, 1877.

For the purpose of facilitating the business of the Board, the following rules of order are adopted:

MEETINGS.

I. The Board shall meet in the Township Trustee's office, Richmond, at 10 o'clock A. M., on the first days of May and September, unless the said days be Sunday, if so, on the day following.

Other meetings shall be held at the same place and hour unless otherwise stated in the call.

II. Other meetings may be appointed by adjournment, or called by the Superintendent or five members.

PRESIDENT.

III. The Superintendent is *ex officio* president of the Board, and in that position shall perform the duties of a presiding officer. He shall be allowed to vote on all questions as other members of the Board are allowed to vote.

SECRETARY.

IV. A Secretary shall be elected by the Board at the regular meeting on May 1st. He shall serve one year from his election; shall make a record of the transactions of the Board in a book kept for that purpose; and perform such other duties as the Board may from time to time direct.

STANDING COMMITTEES.

V. At the May meeting, the Board shall appoint such Standing Committees as are hereinafter provided for. These Committees shall consider such matters as the Board may appropriately refer to them, and report measures for adoption by the Board.

The Committees may be given power to act during the time intervening between the meetings of the Board.

COMMITTEE ON PROPERTY.

VI. This Committee shall collect information in regard to styles of buildings and furniture; shall consider the condition of the school property; and suggest methods of improving the comfort and convenience thereof.

COMMITTEE ON COURSE OF INSTRUCTION, TEXT-BOOKS, MAPS, APPARATUS, ETC.

VII. This Committee shall consider the condition of the schools in reference to the character of the instruction; the directions necessary; the books, maps, globes, and other appliances needed to carry out the design of the instruction; and shall report upon all proposed changes of text-books, the necessity thereof, and the manner of introduction.

COMMITTEE ON WAGES, LOCAL LEVIES, LENGTH OF TERMS, ETC.

VIII. This Committee shall consider questions of a general character arising in connection with the finances of the schools,—such as wages, tax levies, etc. The Committee shall also consider matters relating to the length of term, times of commencing terms, and of vacations, etc.

COMMITTEE ON RULES, DUTIES OF TEACHERS, AND TOWNSHIP INSTITUTES.

IX. This Committee shall consider the Schools in regard to their efficient workings, and report such rules and regulations for the government

of teachers and pupils as may be deemed necessary. The needs of Township Institutes shall be considered by this Committee.

COMMITTEE ON TOWNSHIP LIBRARIES.

X. This Committee shall collect information concerning the Township Libraries within the County, and suggest measures for the increased usefulness, the care and management thereof.

REPORTS.

XI. The Superintendent, at each meeting of the Board, shall make report of his observations, and recommend such action as he may deem necessary for the improvement of the schools, or upon matters connected therewith.

XII. The Standing Committees shall report at the regular meetings in May and September, upon the business in their hands, and as much oftener as the Board may direct.

VACANCIES.

XIII. Whenever any Trustee shall retire from office within the year for which the Committees have been appointed, his successor in office shall be a member of the Committee to which the retiring trustee belonged, until the next annual appointment.

CHAPTER IV.

CODE OF RULES FOR THE REGULATION OF THE COMMON SCHOOLS OF WAYNE COUNTY, INDIANA.

Revised and approved by the County Board of Education, October 13, 1884.

LICENSE AND CONTRACT.

I. Every teacher before commencing school must sign a contract with the proper Trustee; and must have a license the validity of which covers both the time of contracting and the time of commencing school. [§4501—note I; page 81 in Holcombe's "School Law, 1883."]

II. All assistant and substitute teachers must have valid licenses.

III. Trustees and teachers should have a definite understanding before signing contracts, in reference to vacations, janitor work, and assistants.

IV. If a teacher's license shall expire by its own limitation within a term of employment, such teacher may complete such term of employment within the then current school year. §4501. The school year here referred to, begins on the first Monday of July, according to §4499.

V. Teachers must make all required reports before final settlement with the Trustee; and until such reports are filed in satisfactory form, the Trustee shall not pay more than seventy-five per centum of the wages of teachers. §4449.

VI. All matters not definitely provided for in this Code shall be governed by the form of contract adopted by the County Board of Education.

DUTIES OF TEACHERS.

VII. Teachers must be at their school rooms twenty minutes before the opening of school, to see that all is in proper condition; and it is advised that they remain on the premises during the noon recess.

VIII. In case the teacher contemplates absenting himself from school, or is accidentally detained therefrom, he should at once inform the Trustee or Director.

IX. In District Schools, the daily session should be commenced not later than 8:45 o'clock, and not closed before 4 P. M., with one hour intermission at noon. Town and village schools will conform to this rule as closely as circumstances will permit.

X. Teachers shall classify their pupils according to their advancement, as indicated in the Course of Instruction. All promotions of pupils, or formation of new classes must be in harmony with the above named Course. Teachers must not form two classes of the same grade in the same study on account of different text-books.

XI. A uniformity of text-books is essential and must be maintained, at least so far as to secure proper class uniformity, but in no case shall books be changed except in conformity to the regulations of the Board. The introduction of unauthorized text-books is forbidden.

XII. Teachers shall, upon the close of the term or when they terminate their connection with the school, leave an intelligible statement of the classification and instruction for the benefit of the succeeding teacher.

XIII. The exercises of the school shall be regulated by a written program, which should be placed where the pupils can see it.

XIV. Teachers are required to hold at least two written examinations in each term, of all pupils above the Third Grade.

XV. Teachers shall make report to the Superintendent upon such blanks as he may furnish, and at such times as he may request.

XVI. No teacher shall receive into his school any pupil not entitled to the privilege of said school, unless such pupil shall have a written permit from the proper Trustee.

XVII. The use of tobacco about the school premises, is forbidden.

XVIII. 1. Teachers should exercise a watchful care over the conduct and habits of their pupils, during the times of relaxation and play; and especially forbid disorder and rude conduct in the school house.

2. Teachers are expected by their own conduct and habits, to set proper examples to the pupils under their charge.

XIX. School shall not be held on Saturday, Thanksgiving Day, Christmas, or New Year's Day. *Provided*, that permission may be given to close the term on Saturday.

CONDUCT OF PUPILS.

XX. Every pupil is required to attend regularly and punctually; to occupy the seat which may be designated by the teacher; to perform faithfully every duty assigned; to conform to all the rules of the school; to obey all directions of the teachers; to observe good order and proper deportment during school hours, and in going to and from school; to be diligent in study, respectful toward teachers, kind and obliging to school-mates; to keep the person, attire, desk and books clean and neat; to enter and leave the room in a respectful and quiet manner; to quit the premises immediately on being dismissed in the evening; to do right.

XXI. Any pupil who shall, in or around the school premises, use or write any profane or unchaste language, or make or show any obscene picture or representation; or cut, mark, or otherwise intentionally deface any school furniture or buildings, inside or out, or any property whatever belonging to the school, shall be liable to expulsion, suspension, or other punishment, as the nature of the case may demand. The teacher shall, at the close of the day's session, notify the parent and the Director of any such offence.

XXII. Any pupil bearing arms about the school premises during school hours may be expelled.

XXIII. Teachers, with the concurrence of their respective Trustees, may adopt such other rules as will secure neatness and good order, protect the health and morals of the pupils, and promote the welfare and success of the school.

SUSPENSION.

XXIV. The Director may exclude any refractory pupil for the offences named in Rules XXI and XXII, for violent or repeated misbehavior, for opposition to authority, truancy, or habitual tardiness, (unless such tardiness is accounted for by parents or guardians,) or other incorrigible conduct.

XXV. The Director shall upon complaint by the teacher concerning the misconduct of any pupil, immediately investigate the charge, and speedily determine the matter.

PRESERVATION OF PROPERTY.

XXVI. All injuries of school property shall be made good, in money or by satisfactory repairs, by the persons causing the injuries. Teachers must report all information which they can obtain upon any such damage, to the Director or Trustee as soon as practicable.

XXVII. Teachers and pupils must use the utmost diligence to keep the school-room, and everything pertaining to the school premises, neat and in good condition.

XXVIII. When any organization or persons may desire permission to meet in a public school house, before permission shall be granted, a pledge shall first be required from said organization, or from some respon-

sible person or persons, that the building, furniture, apparatus and all things belonging or appertaining to the school house, shall remain unharmed, and that the house shall be put in as clean condition as when said organization or persons entered.

INFORMATION.

XXIX. Each Township Trustee and each Secretary of Town Boards of School Trustees, shall notify the County Superintendent, at least one week before the beginning of each school, of the date of such beginning, together with the name and location of each teacher employed, and the proposed length of term.

TOWNSHIP INSTITUTES.

XXX. The County Board of Education, by resolution or through the proper committee, shall provide general regulations for the management of Township Institutes.

XXXI. Township Institutes shall commence business at 9:30 o'clock A. M., and continue in session five hours exclusive of the noon recess.

XXXII. The Secretary of each Institute shall make report to the proper Trustee and to the Superintendent, upon such blanks as shall be furnished him for that purpose.

XXXIII. Each teacher is required by law to attend the full session of each Township Institute. Hence the teacher who is present less than the *full* session is not entitled to credit as complying with this obligation. Trustees will therefore deduct one-fourth of a day's wages for absence from forenoon or afternoon session, less than one hour, and one-half of a day's wages for absence more than an hour. Refusal to perform reasonable tasks at Institutes shall be treated as absence, and a day's wages deducted.

SUPERINTENDENT'S DUTIES.

XXXIV. Under the general superintendence required by statute, it shall be the duty of the County Superintendent.

1. To see that the above rules, together with all regulations and instructions of the Board, are observed, and report neglect thereof;

2. To suggest such changes and improvements as may in his judgment, be for the good of the school;

3. To report to the proper Trustee his observations upon each school.

He shall have the power to examine the schools visited by him, to see if proper and efficient work is being done.

He shall at least once a year, examine such pupils as have completed the common-school studies, and issue a certificate of proficiency to the properly qualified, signed by himself, the teacher and Trustee.

REGISTER.

XXXV. At the time of making contract, or at least one week before the beginning of school, the Trustee shall deliver to the teacher the register of the school together with all records and reports concerning the classification and instruction of the preceding term.

CHAPTER V.

TEXT-BOOK REGULATIONS.

The County Board of Education has adopted the following as the authorized standard text-books in their respective branches, for six years ensuing from the dates named with each branch:

Reading:—McGuffey's Revised First, Second, Third, Fourth and Fifth Readers. September 1, 1883.

Arithmetic:—White's Primary, Intermediate, and Complete Arithmetics (of the "Three-Book Series.") May 1, 1883.

Geography:—New Eclectic Elementary, and New Eclectic Complete Geographies. (Indiana Edition). September 1, 1883.

Grammar:—Mickleborough & Long's Language Exercises, Parts I and II; Harvey's Revised Elementary Grammar and Composition; Harvey's Revised English Grammar. September 1, 1884.

History:—Quackenbos's New American. May 1, 1884.

Physiology:—The Eclectic Physiology. October 13, 1884.

Spelling:—Swinton's Word-Book. May 1, 1884.

Writing:—Eclectic Copy Books. May 1, 1884.

At the adjourned meeting of the County Board, on the 13th day of October, 1884, the following regulations to govern the introduction and change of books were enacted:

1. Wherever the *adopted* books are in *uniform* use, it is the duty of school officers and teachers to use all proper means to maintain such uniformity, to prevent the introduction of unauthorized books, or the exclusion of any of the adopted books.

2. Wherever uniformity does not exist in any class, changes must be made by introducing such of the adopted books as will secure uniformity and proper gradation.

3. Whenever the books of a class cease to be uniform by reason of the introduction of books not previously in use in such class, the teacher shall report the fact to the Trustee and the second regulation shall be enforced in such class.

4. Whenever an entire class has to purchase books, they should purchase books of the adopted series, as such books will not be thrown out in any changes that may be necessary to secure uniformity.

5. Teachers should direct no changes of books without consulting their respective Trustees; and it is hoped that Trustees will give this matter careful oversight. Teachers are forbidden to introduce unauthorized text-books, and for violation of this rule they may be dismissed at the discretion of the Trustee.

6. Whenever it shall be necessary in any school to use text-books upon any branch in advance of the common-school branches, and the County Board has not made any adoption for such branch, teachers must first obtain the advice of the proper authorities before directing the purchase of any books in such branch.

7. The Superintendent and each member of this Board, in and for his township or town, are constituted a committee to see that these regulations are observed.

8. All questions not provided for in these regulations are referred to the County Board, or its Standing Committee on Text-Books when the Board is not in session.

The desire of the Board is to prevent the disadvantages resulting from a diversity of text-books in the hands of pupils who belong to the same grade; and at the same time not to subject patrons to the expense arising from unnecessary changes.

OPINIONS.

1. *Uniformity of Books.*—Uniformity of text-books is a matter of no small moment to the purses of parents, and the progress of the pupils. They are the silent teachers directing the inquiries and prompting the investigations of the scholars, and should impart uniform instruction and in the happiest manner. A wise selection of these can not fail to be seen and felt in the prosperity of the schools. Trustees should not allow teachers to control or dictate in this matter. The competent instructor is not dependent on a particular text-book for ability to train his pupils, and can therefore, use any good work in the several branches of the course.—*Mills, Supt.*, 1856.

2. *Adopted books must be used.*—When the Board has adopted a list of text-books they become the legal books of the schools, and as such they should receive the support of all who are charged with the execution of the law. A Trustee has no right to introduce, nor a teacher to teach, any others. A refusal by a teacher to use the books adopted would be insubordination, and would show unfitness to teach; for one who will not obey the laws under which he is employed ought not to be a teacher of youth. He should be dismissed and his license revoked. It is not to be presumed that a district or township will refuse to obey the law. Should a school officer or a teacher so refuse, he may be compelled to obey by application to the court.—*Woollen, Att'y-Gen.*

3. *Practicable Conformity.*—The Trustees of townships and towns must introduce such books as have been adopted, so far as it is practicable to do so. While having a due regard to the welfare of the children and to economy, they must endeavor to secure permanency and uniformity, the results aimed at in the law. While the discretion allowed these officers may permit them temporarily to delay introducing a book adopted by the Board, it does not authorize them to change the books used in the schools, and introduce others not adopted by the Board.—*Smart, Supt.*

COMMENTS.

"Uniformity is essential, because more thorough work and more rapid progress can be accomplished where there are fewer classes. There are schools where much of the teacher's time is wasted upon a multiplicity of classes composed of pupils who should be in but one or two classes. Waste of time in the school room, like waste of time elsewhere, means waste of money. Teachers repeatedly complained of the unsatisfactory condition

of their schools, with several different kinds of books in the hands of pupils who belong to the same grade. These small classes demand as much thought and preparation on the part of the teacher, as would be necessary for as many classes ten times as large. The multiplying of classes in the same grade, consumes time to the detriment of the whole school. Hence, our pupils do not get the full benefit of the money expended in their behalf in those schools where the want of proper text-books prevents proper classification.

"The confusion of text-books arises from several sources: 1. Children remove from one section to another, bringing with them strange books. 2. Teachers sometimes take liberties in the direction of a favorite book. 3. Parents often make mistakes in purchasing books. This is a most fruitful source of confusion in the rural schools. They either buy before the term opens, or without consulting the teacher; and sometimes are imposed upon by a dealer anxious to dispose of his old stock.

"In no part of the work has there been so much felt the need of some advice and authority from the Board, as in the questions that arise in connection with the confusion of text-books."—*J. C. M.—Report of* 1877.

Although "uniformity" is not expressly set forth in the statute, the intent is clearly to that end; for, from the peculiarities of the need and use of text-books, uniformity is the only question concerning text-books needing authoritative control. "County uniformity" while not declared, is even more strongly implied by the creation of a *county* tribunal to determine changes, and by making conformity to such tribunal's action a duty. The time and manner of securing uniformity is wisely left to the discretion and enterprise of each county's Board.

ADDRESS BY BOARD.

On the 1st of September, 1881, the County Board of Wayne County, adopted an Address, containing the following language:

"The frequent, often unnecessary, sometimes whimsical, changes of text-books created a burden felt most heavily by those least able to bear it, and otherwise causing dissatisfaction. In many States legislative experiments have been made in hopes of correcting or restraining a practice which was bringing its share of discredit upon the public school system.

"In 1873, the legislature of Indiana enacted an important measure looking in that direction. The aims of that enactment seem to be (1) to establish a tribunal with authority to designate the books to be used, and (2) to prohibit changes within a certain period. Hence we have §4436. [See page 8.]

"It was evidently the intention of the law-makers, that the force of the action of the County Board should be co-extensive with the County. * * * Efforts to make effective the provisions of the law, have been confined to the townships, and in a few instances, books already on the adopted list have been exchanged out of the schools of towns.

"The condition of the county (in 1881) is well shown in the matter of Readers in use. A certain series is used in Richmond and Dublin, another at Hagerstown, a third at Cambridge City, a fourth at Milton, while the rest

of the county use a series different from all these, with here and there a class, room or school departing from the general custom. A similar state of affairs will be seen by comparing the several towns in the matter of Arithmetics and Geographies used.

"The disadvantages of this state of affairs, may be classed as follows:

"1. Pupils removing from one corporation to another, are compelled to purchase new books and often suffer delays in their advancement because of such changes.

"2. Pupils in country schools who desire to complete their schooling in the graded and higher schools of the towns, are subjected to expense and confusion by the required changes, and not unfrequently deterred thereby from attending the town schools.

"3. The impossibility to maintain uniformity in any of the schools, is a serious result. If a township has adopted one series, and a town within that township uses a different series, the books belonging to one set of schools will find their way into the other, to the annoyance of the pupils, and become an increased expense to the parents.

"4. The inconvenience to the trade must not be overlooked. The towns are centers of business for the surrounding districts. A dealer in selecting his stock will select only such books as are used in his town, or must have small lots of the several series. In either case there is daily opportunity for the wrong book to be sold to town or country purchaser. This produces a loss to both dealer and purchaser. Some expressions of dissatisfaction with the workings of our schools have had their origin in circumstances of this kind."

"Attention is called to this state of affairs, * * * with the view to preparing the way for wise and harmonious action."

Since the date of that Address, a pleasing approach to county uniformity has been made. Arithmetics are uniform throughout the entire county, the adopted books being in every school; Readers, except one town; Geographies, except two towns; Grammars, (1884) except in ten towns.

Uniformity in Townships.—The success of the efforts in the schools of the townships, will be seen by examining the chapter on "Statistics."

UNIFORM RETAIL PRICES.

The County Board has, in each instance, before adopting a book, secured guarantees of the prices at which that book will be retailed throughout the entire county and for the period of its adoption. Guarantees, signed by publishers and by local dealers, are on file in the office of the County Superintendent. The prices named in the advertisements in this MANUAL, are the prices thus agreed upon.

CHAPTER VI.

SCHOOL OUTFIT.

Approved by County Board of Education, September 22, 1879.

APPARATUS.

The Committee on Instruction, Apparatus, etc., reported the following articles as suitable for use in our District Schools:

One Chart of Elementary Sounds.
One Unabridged Dictionary.—(Webster's.)
One Wall Map of Hemispheres.—(not outline.)
One Wall Map of United States.—(50 x 42 in.)
One Wall Map of Europe.—(50 x 42 in.)
One Wall Map of Indiana.
One Map of Wayne County.—(should be framed if small.)
One set of Eclectic Writing Cards.
Outfit of Letter Cards for beginners.
Lunar Telluric Globe.—(one for several schools.)
Baker's Graded-School Register.
Hurst's "Compend of State Work, Penmanship and Drawing." (1884).
Case or Closet for preserving these articles.

CONVENIENCES.

The Committee on Property reported the following articles as proper to place in school rooms for the comfort and convenience of pupils and teacher:

Clock, bell, thermometer, wood-box, brooms, dust pan, dust brush, long-handled fire shovel, ash bucket, poker, match box, axe, water pail and tin cups, wash basin and towels, mirror, comb, brush and comb-case, clothes brush or wisp, foot-scrapers at door, trash boxes, ink tray, curtains, chairs, desk for teacher, shelves for dinner pails, hooks for hats, etc., rulers for blackboard work, erasers—not less than twelve, pointer and crayons.

"The purpose of approving these lists is the establishment of a standard for the guidance of Trustees in making purchases, at any future time when purchases may be necessary or advisable."

The Blackboard.—In teaching all branches it is in constant requisition. It should extend around the room, and be from four to six feet wide. The bottom should be not more than two feet from the floor. The teacher's board should extend to the ceiling, to give space for program, standing diagrams, etc. It is impossible to have too much blackboard surface. At the bottom of the board should be a trough three inches wide and one inch deep.

CHAPTER VII.

TOWNSHIP LIBRARIES.

The County Board of Education, on September 22, 1879, adopted the following as the contents of a notice to be placed in each school house, as required by Section 4530 of the School Law:

THE TOWNSHIP LIBRARY OF THIS TOWNSHIP

is deposited at ....

The Library is in the charge of the Trustee of the Township, and is the property of the Township. The Trustee is empowered by law to prescribe regulations, to recover damages, to provide book-cases and record-book, and may appoint a Librarian if necessary. (Sections 4529, 4530, 4531, 4532, 4533.)

The Free Use of the Library is Invited.

REGULATIONS.

I. Every family in the Township shall be entitled to the use of two volumes at a time, whether any member of such family shall attend school or not. Every single person over eighteen years of age shall be entitled to one volume.

II. No volume shall be retained longer than thirty days.

III. A fine of five cents per week or fraction of a week, will be imposed for the detention of a book longer than thirty days.

IV. A fine will be imposed and collected by the Librarian for the loss of a book, for writing in or marking, defacing or otherwise injuring a book.

V. No person shall be permitted to take a book from the Library so long as any fine assessed against him remains unpaid.

VI. All books must be returned to the Library within ten days before the first Monday in April, for annual examination.

DIRECTIONS TO TEACHERS.

Make yourself familiar with the contents of the Library. Acquire all the knowledge you possibly can about the books and their authors, so that you can speak intelligently of them to your pupils. Call the books to the assistance of your regular work by suggesting the reading of such as supplement your text-books. Endeavor, either by general exercises, essays, or otherwise, to cultivate careful, retentive reading, as opposed to mere perusal. Use individual effort without sparing yourself, in determining proper reading for special persons; such labor compensates itself. Remember that if you succeed in giving any child a *habit* of *good* reading, you have given him a key to *all* good.

CHAPTER VIII.

FORM OF TEACHER'S CONTRACT.

Adopted by the County Board of Education, September 22, 1879.

[This Form has been examined and approved by the State Superintendent of Public Instruction, and by legal experts. With a few verbal changes, such as including the names of all the Trustees, designating the room, etc., this Form can be used by School Boards of Towns.]

ARTICLE OF AGREEMENT, between.....the Trustee of.....School Township in Wayne County and State of Indiana, and.....a legally qualified Teacher in said County. The said .....hereby agrees to teach the Common School in School No..... in said Township, for a term of.....months, each month consisting of twenty days of teaching and one day of attendance at Township Institute, for the sum of.....dollars per month; such term to commence on .....the.....day of.....18...

The said Teacher herein agrees that *he* will faithfully instruct, and judiciously and impartially govern the children and youth who may attend such school.

That *he* will keep a correct record of the daily attendance of the pupils.

That *he* will strictly conform to the rules and regulations adopted by the County Board of Education for the general government of schools in said county, as well as those established by the Trustee for the management and control of said school, in conformity with law.

That *he* will attend the full session of each institute that may be appointed for the teachers of said township, or for each day's absence therefrom, forfeit a sum equal to one day's wages, unless such absence shall be occasioned by sickness.

That *he* will exercise due diligence in the preservation of the school house and premises connected with it, the furniture belonging thereto, and also all books, registers, records, apparatus, maps, globes, and other school appliances provided for the use of said school, and deliver the same to the said Trustee or his successor in office at the close of said term of school, or when said teacher shall terminate *his* connection with said school, in as good condition as when received, natural wear and tear excepted.

That, at the close of the term, or at any previous time should *his* connection with said school terminate, *he* shall make full and accurate reports to the said Trustee, upon such blanks as may be furnished *him* for such purpose, by said Trustee or by the County Superintendent, as required by law and by the rules of the County Board.

In regard to janitor work it is further agreed.....

.....

The said Trustee as aforesaid, for himself and his successor in office, in the name and behalf of the Township aforesaid, hereby agrees to keep the school house in which the said school is taught in good repair and to see that it is furnished with the necessary fuel, furniture, apparatus and other articles, such as Teacher's Daily Register of proper form for recording accurately the daily attendance and punctuality of the pupils, and for making such reports as are implied in this contract; and other educational appliances necessary for the thorough organization and efficient management of said school.

And the said Trustee, for and in behalf of said Township, further agrees to pay the said.....for services as teacher of said school, the sum of.....dollars, or such a portion thereof as shall be due the said teacher for services actually performed, to be paid upon the receipt of *his* report as teacher of said school, made, subscribed and sworn to, as the law prescribes.

Provided: that until the reports required by this contract shall have been filed, said Trustee shall not pay more than 75 per cent. of the wages due said teacher for *his* services.

Provided further: that in case the said.....should be dismissed from said school by said Trustee, or his successor in office, for incompetency, cruelty, immorality, general neglect of the business of the school, or a violation of any of the stipulations of this contract, or in case *his* license should be annulled by the County Superintendent, *he* shall not be entitled to any compensation after such dismissal or annulment. *Providing, however*, that nothing in this contract shall be construed as a waiver of claim to damages should such dismissal or annulment be reversed by higher authority.

In Witness Whereof, we. have hereunto subscribed our names this..... day of.....18.....

..... Trustee.

..... Teacher.

Copyrighted, March 14, 1881.

[NOTE:—By Rule VI,—see page 12—the stipulations and requirements set forth in the above Form of Contract, are made a part of the "Code of Rules for the Regulation of the Common Schools of Wayne County, Indiana."]

Part II.—Course of Instruction.

CHAPTER IX.

GROWTH OF THE COURSE.

The first attempt to provide a Course of Study for the Common Schools of Wayne County, was made in 1874. The then County Superintendent, T. C. Smith, presented a plan for a Course at the meeting of the County Board, in May, 1874. In the fall of that year, he issued to teachers, a circular giving names of adopted text-books, a Course incorporating such books; with suggestions to the teachers. But the absence of the adopted books in many schools, and the diversity of text-books in all the schools, and the want of information upon the application of such plan, made that Course practically a suggestion only. Superintendent Smith's plan divided the work into six grades—a division which has been retained as the most practicable. His circular called attention to the subject and prepared the way for subsequent reforms. In the fall of 1876, his successor published the Course, for the first time in tabular form.

That first Course was modified several times, and especially after the new adoptions of text-books in 1877 and '78. The latest modification is printed in the Manual of 1880. The chief benefit derived from that Course with its modifications, was its utility (1) in introducing the adopted books and securing uniformity, first in class and school and eventually throughout all the townships; (2) in inducing pupils to undertake the study of a proper number of branches; and (3) in indicating the times at which the several studies should be commenced, thus tending to secure proper relative advancement in all the branches pursued. It was the great guide in the undertaking commonly known as "Grading the District Schools."

The Course of Instruction having been used to great advantage in changing the condition of the schools, it seemed that the time had come when the Course should be constructed so as to set forth permanent future work—in other words, to define and outline the character and scope of the instruction proper and necessary to be given in what are known as "common" branches—thus presenting the true field of the District School.

To prepare for such a revision, the Superintendent sent out in July, 1882, a series of thirty-five questions, asking teachers for their views, based upon their observation, as to the suitability of the several parts of the former Course, and for suggestions as to improvement.

The subject of a revised Course was discussed by the Superintendent, at the Institure of 1882, (Cambridge City). At that institute an interesting movement was started. It was thought that the efficiency of the public schools of the county might be increased if the several town graded schools could be brought to work upon the same plan. A consultation of principals of the graded schools was called one day during the session of that institute. The idea of a uniform Course seemed to grow, and it was proposed to consider the feasibility of a Course for the entire county, covering the work in the eight common branches.

A convention of the principals of all the graded schools, and representatives of the district schools (one representative for each township appointed by the Trustee) was determined upon, and a committee appointed to request Trustees to name representatives, and to arrange for such convention. The committee communicated its request to the County Board on September 1, 1882.

The convention was held at Richmond on Saturday, December 23, 1882. After consultation, committees were appointed—one upon each of the eight branches—to prepare outlines of a Course, each committee upon the branch assigned to it. The convention adjourned to meet Saturday, March 24, 1883.

Convention re-assembled on that day and heard partial reports from the committees, and adjourned until May 19, 1883, at which time the committees were instructed to make full returns to the Institute of 1883, for consideration by that Institute.

The committees reported the results of their labors to the Institute of 1883 (Centreville). That Institute appointed a compiling committee, of which the Superintendent was chairman, with instructions to print the reports in convenient form and present a copy to each teacher. The teachers were requested to test the Course as devised by the committees, during the term following (1883–84), make note of their observations, and communicate them to the compiling committee. That committee was to make report to the Institute of 1884. It was also the desire of the Institute of 1883, that the proposed Course be discussed at the Joint Township Institutes.

It was the intention originally to present the Course in two forms: one form called the "District Plan," arranged for schools in which all grades are taught by one teacher; the other form, to be called the "City Plan," arranged for schools in which eight teachers are employed upon the same scope of work. The compiling committee printed the "District Plan" only. The "City Plan" has not to this date been completed, partly owing to the diversity of text-books that still prevails between the towns. Two copies of the "District Plan" were sent to each teacher: one to be placed on the wall of the school room, and the other to be carried by the teacher to institutes.

The discussion of the proposed Course was not finished until at the Institute of 1884 (Richmond), when a day and a half were devoted to that business, and the requirements in each grade and branch finally decided upon. At the session on the morning of Saturday, August 23, 1884, after a full discussion with eighty teachers present, the County Institute unanimously adopted the following resolution:

"Resolved, That it is the opinion of this Institute that the Revised Course of Instruction should be printed in the form of a placard to be placed upon the wall of each school room; and, also, that good service would be rendered by having the Course and other matters published in the form of a pamphlet or Manual; and, therefore, the County Superintendent is requested by this Institute to prepare such placard and Manual."

A new edition of the Course was then printed, embodying the results of the year's observations and discussions. Before this edition was sent out, the proof was read by some thirty teachers. Altogether, this Course is the product of the thinking, testing, or criticism, of nearly one hundred of the teachers of Wayne County.

At a regularly adjourned meeting of the County Board of Education, on October 13, 1884, the following action was taken:

"Whereas, The teachers of this County have with great care, prepared a Course of Instruction for the Common Schools of this County; and have tested the same by experience and observation in the schools during the past year; and,

"Whereas, The Course has been revised and approved by the recent session of the County Institute; therefore,

"Resolved, That this Board does hereby adopt said Course of Instruction, and authorize its application in the schools of this County."

"The resolution was unanimously adopted by the Board."

CHAPTER X.

EXPLANATION OF THE FORMS IN WHICH THE COURSE IS PUBLISHED.

In obedience to the resolution of the teachers in County Institute, the adopted Course is published in two forms. One form is the placard to post in school rooms, and the other form is made a part of this MANUAL.

FIRST FORM—ON PLACARDS.

The form on the placard is similar to the Conspectus on pages 28 and 29. It is printed on card-board and accompanied by a list of adopted text-books and their prices; thus presenting on one sheet the information the pupil needs concerning his studies, classes, and text-books.

This placard should be posted in such a position in the room that it can be easily consulted by even the small pupils. The object in posting the placard upon the wall of each school, is to put before pupils a comprehensive statement of what constitutes a "common-school education" which our schools are prepared to give in a rational and systematic way.

A large part of our people and many of the children do not know the

extent of the privileges that the laws of the State and the public spirit of the citizens have already provided and placed within the reach of *every* child. Many pupils drift through school, measuring their work by time spent and not by things accomplished, and never realizing the heritage which is theirs as children of the commonwealth, and to possess which they have only to make proper application.

Great care should be taken to preserve the placards in our school houses. In some schools, the placard has been framed. Such care in all our schools will be repaid in the longer service thus obtained.

The placard presents the instruction to be given the children in our Common Schools in a manner so it can readily be seen and comprehended by pupil as well as teacher. By reading down the column assigned to any branch, can be seen the steps or stages into which the pursuit of that branch is divided. By reading across the columns in the line of spaces assigned to any Grade, can be seen the work of that Grade; that is, the subjects which properly accompany each other, and should be finished before the study of the next Grade is undertaken.

The placards were sent to the Trustees, with the request to forward one copy to each school room. A supply of duplicates is deposited with the County Superintendent, to replace destroyed placards. It is hoped that the Trustee, or teacher, or both, will see that a copy is in each school room, and posted up in a place where it can be consulted by the pupils.

SECOND FORM—IN MANUAL.

The second form in which the Course is published, is a part of this MANUAL and occupies the six chapters immediately following this.

The placard contains the exact words adopted by the teachers. The Conspectus (so named because it presents a view of all parts, at once, in their relations to one-another), printed on pages 28 and 29, is a condensed imitation of the form presented on the placard. It is also a chart to the more elaborate statement of the instruction designed for schools and given on pages immediately following page 29.

Each space of the Conspectus has a brief statement of the instruction in a branch for a particular Grade. The figures at the bottom of the space, refer to the place, in the fuller explanation of the Course, in the pages immediately following, where that particular part of the instruction is fully set forth and discussed. For example "*Ch. XIII*, §1; *p.* 35," directs the reader to Chapter XIII, and Section 1 of that chapter, printed on page 35, where will be found an outline of the instruction in Reading to be given for the Third Grade.

The words printed on the placard are reproduced in Chapters XI to XVI, inclusive, *in this Style of Type.*

By bearing this in mind, the reader can have before him not only the fuller presentation of the Course as this MANUAL is intended to give, but also the exact words passed upon by the teachers, and now displayed before the pupils in our school rooms.

Teachers are urged to study the six succeeding chapters, and the subsequent articles on "Application of the Course," and "Grading," and the "Address to Patrons."

CHAPTER XI.

EXPLANATION OF THE INSTRUCTION INTENDED FOR THE FIRST GRADE.

The first division of the work which is before the child in our District Schools occupies the time from his first day in school until his completion of the First Reader, and embraces the work to be accomplished by him before he commences the Second Reader and its accompanying work.

The child's attention is to be directed at once to learning to read. While he is in the First Grade, attention is to be given to other branches. The spelling of all the words in the reader is to be mastered. Script forms of all the small letters are to be learned and combined into words, so that the child may be able at the end of this Grade to read, spell, and write the words which occur in his reader. A beginning is also to be made in mathematics, here taught orally under the name of Numbers, and consisting of counting, reading, and writing figures, and simple operations where the results do not exceed 10.

The formation of habits of correct use of language, is to receive attention in this and every subsequent Grade in all recitations.

The instruction assigned in this Course to the First Grade, should not consume an amount of time equivalent to more than twelve months of continuous attendance.

Estimates of the time required to complete the work of the several Grades, are given in the following chapters. It must not be inferred therefrom that mere lapse of time entitles a pupil to advancement. For instance, it is not the intention of these statements to convey the impression that in nine months after a child has been given the Second Reader, he is ready for the Third Reader.

These estimates are made on the assumption that the pupil is not only regular in attendance, but does each month's work in a satisfactory manner.

Real achievements, and not simple presence at school, qualify for advancement.

While pupils should not be promoted simply because they have remained a certain length of time in a Grade, yet on the other hand, they should not be kept back from advancement when prepared for the next Grade, because the alloted time has not been consumed in mastering the work of the preceding Grade.

[CONTINUED ON PAGE THIRTY.]

COURSE OF INSTRUCTION FOR THE

Approved by the County Teachers' Institute, August, 1884.

GRADES.	READING.	ORTHOGRAPHY.	WRITING.	GRAMMAR.
1st.	Instruction preparatory for the First Reader, and McGuffey's Revised FIRST READER. *See Chapter XI, Section* 1 ; *page* 30.	Spell all words in reading lesson, both by sound and by letter ; write names in reading lesson, and mark diacritically the long and short sounds of vowels in names written. *Ch. XI,* §2; *p.* 30.	Practice on all the script forms of the small letters. Teach the capitals as they occur in the script exercises of the First Reader. Attention to position, etc., etc. *Ch. XI,* §3; *p.* 31.	Attention to correct use of language, and exercises for the formation of right habits of speech. The instruction will follow pages 5 to 19 in Part I, *Language Exercises.* *Ch. XI,* §4; *p.* 31.
2d.	McGuffey's Revised SECOND READER. *Ch. XII,* §1; *p.* 33.	Spell new words in Reader by sound and by letter, and be able to write selected words and mark them diacritically. *Ch. XII,* §2; *p.* 33.	Write in Eclectic Elementary Copy-Books; drilled in correct position of body, movement, form and analysis of letters. Write two books. *Ch. XII,* §3; *p.* 34.	Drills and dictation exercises. In this Grade, the instruction will follow the work given to accompany the Second Reader, in M. & L.'s *Language Exercises.* *Ch. XII,* §4; *p.* 34.
3d.	McGuffey's Revised THIRD READER. *Ch. XIII,* §1; *p.* 35.	Spell new words in Reader, and write assigned parts of the reading lessons, etc. Substituting synonyms or definitions for new words, etc. *Ch. XIII,* §2, *p.* 36.	Use the Eclectic Elementary Copy-Books, and write, with pen and ink, three books. Lessons in position, and in form and analysis. Drill in movement. *Ch. XIII,* §3; *p.* 36.	The pupil will do the work given to accompany the Third Reader, on pages 5 to 39, inclusive, in Part II of above named *Language Exercises.* *Ch. XIII,* §4. *p.* 36.
4th.	McGuffey's Revised FOURTH READER. *Ch. XIV,* §1; *p.* 39.	Pupil should use the Spelling-book, and should master Sec. I of SWINTON'S WORD-BOOK. Every pupil should have Webster's High-School Dictionary. *Ch. XIV,* §2; *p.* 39.	Use Copy-Books Nos. 3 and 4, Eclectic Series. Review-lessons in position of body and form and analysis of letters often; also, in movement, slant and spacing. *Ch. XIV,* §3; *p.* 39.	The pupil will do the work given to accompany Fourth Reader, on pages 41 to 84, inclusive, in Part II of the above named *Language Exercises.* *Ch. XIV,* §4; *p.* 39.
5th.	McGuffey's Revised FIFTH READER. *Ch. XV,* §1; *p.* 41.	Section II of SWINTON'S WORD-BOOK together with such other exercises and drills as are given in this MANUAL. *Ch. XV,* §2; *p.* 42.	Use Eclectic Copy-Books Nos. 5 and 7. Review the Fourth Grade work, with additional stress on position and movement, and formation of capital letters. *Ch. XV,* §3; *p.* 42.	In this Grade, the study of the text-book on Grammar proper is to be commenced. Use HARVEY'S ELEMENTARY GRAMMAR. *Ch. XV,* §4; *p.* 42.
6th.	*Ch. XVI,* §1; *p.* 44.	Reviews and exercises as given in this MANUAL. In this and preceding Grades, after written examination, at least one lesson must be made of misspelled words. *Ch. XVI,* §2; *p.* 44.	*Ch. XVI,* §3; *p.* 45.	Study of the above named text-book continued and completed. *Ch. XVI,* §4; *p.* 45.

For Explanation of this Conspectus—

WAYNE COUNTY COMMON SCHOOLS.

Adopted by the County Board of Education, October 13, 1884.

GEOGRAPHY.	PHYSIOLOGY.	ARITHMETIC.	PUPIL'S OUTFIT.
	Personal attention to Cleanliness. Inculcate a just pride in personal appearance, and in neatness of surroundings.	Addition and subtraction to 10. Follow the work for the first year in White's *Oral Lessons in Numbers.*	Upon starting to school the child should be supplied with McGuffey's Revised First Reader, a slate, slate-pencil, and sponge. Also, Hurst's *Compend of Slate Work.* A ruler, clean cloth and satchel will also be serviceable.
	Ch. XI, §5; *p.* 32.	*Ch. XI,* §6; *p.* 32.	*Ch. XI,* §7; *p.* 32.
Oral Instruction: Drills upon direction, distance, and area.	Oral Instruction upon subjects which are given on placard and in this MANUAL.	I. Parts of White's *Oral Lessons* designated in this MANUAL. II. White's PRIMARY ARITHMETIC to page 72.	The child will need, for this Grade, McGuffey's Revised Second Reader, Eclectic Elementary Copy-Books, lead-pencil, slate, and small articles named above. White's Primary Arithmetic, and pen and ink, later.
Ch. XII, §5; *p.* 34.	*Ch. XII,* §6; *p.* 34.	*Ch. XII,* §7; *p.* 35.	*Ch. XII,* §8; *p.* 35.
Oral Instruction continued. Map of school room, etc.; land and water divisions, etc.	Oral Instruction in Anatomy. The skeleton outlined and diagramed. Bones, teeth, muscles.	White's Primary Arithmetic finished, and INTERMEDIATE ARITHMETIC to page 80.	The pupil will need, in this division, McGuffey's Revised Third Reader, White's Intermediate Arithmetic after he has completed the Primary book, Copy-Books, pen and ink, slate, etc.; M. & L.'s Language Exercises, Part II.
Ch. XIII, §5; *p.* 37.	*Ch. XIII,* §6; *p.* 37.	*Ch. XIII,* §7; *p.* 38.	*Ch. XIII,* §8; *p.* 38.
Study of text-book commenced. Use ECLECTIC ELEMENTARY GEOGRAPHY. Oral Instruction on Wayne County and Indiana, and map of State drawn.	Oral Instruction continued. Digestive organs—position, anatomy, and use of each. Absorption, Circulation, and Respiration discussed.	INTERMEDIATE ARITHMETIC continued to Percentage.	White's Intermediate Arithmetic, McGuffey's Revised Fourth Reader, Eclectic Elementary Geography, M. & L.'s Language Exercises, Part II, Swinton's Word-Book, Eclectic Copy-Books Nos. 3 and 4, slate, etc., H.-S. Dictionary.
Ch, XIV, §5; *p.* 40.	*Ch. XIV,* §6; *p.* 40.	*Ch. XIV,* §7; *p.* 40.	*Ch. XIV,* §8; *p.* 40.
Geography finished. Use as a text-book in this Grade, ECLECTIC COMPLETE GEOGRAPHY.		Intermediate Arithmetic finished and reviewed, and White's COMPLETE ARITHMETIC commenced.	McGuffey's Revised Fifth Reader, White's Complete Arithmetic, Harvey's Elementary Grammar and Composition, Eclectic Complete Geography, the Swinton's Speller, slate, Copy-Books Nos. 5 and 7, etc., H.-S. Dictionary.
Ch. XV, §5; *p.* 43.		*Ch. XV,* §6; *p.* 43.	*Ch. XV,* §7; *p.* 43.
HISTORY OF THE UNITED STATES, studied in this Grade, using QUACKENBOS'S NEW AMERICAN HISTORY.	The study of text-book is to be commenced after Geography is finished. Use the ECLECTIC PHYSIOLOGY.	The COMPLETE ARITHMETIC finished.	There will be needed for the Sixth Grade, the Complete Arithmetic and Elementary Grammar, Quackenbos's New American History, the New Eclectic Physiology, and the High-School Dictionary, slate, ink, and other conveniences.
Ch. XVI, §5; *p.* 46.	*Ch. XVI,* §6; *p.* 46.	*Ch. XVI,* §7; *p.* 46.	*Ch. XVI,* §8; *p.* 46.

See "Second Form," in Chapter X, page 26.

1. FIRST GRADE READING.

Instruction preparatory for the First Reader, and McGuffey's Revised FIRST READER.

The first step which the pupil should take in learning to read, is to learn the relation of the *printed* word to the *known spoken* word, and to the object or idea represented by the word.

Words should be learned according to simplicity of elementary sounds and spelling.

Only objects with which the child is familiar, and in which he is interested, should be considered at first.

The spoken word should be thoroughly mastered as a whole.

The printed word should be mastered as a whole, and should be readily recognized among other printed words and called at sight.

Pictures employed in this work should have few objects, and be perfect in what they claim to represent.

As soon as a sufficient number of words has been learned, the pupil should learn the sentence, both spoken and printed, and its relation to his thought.

Pupils should be led to:—

Think the thought;
Tell it correctly; and
To recognize it in printed form.

This ends the first period in the work in learning to read. As a result, the pupil has learned a limited number of words as wholes, and a limited number of sentences as wholes, and is now ready to learn the parts of words.

The pupils should learn the parts of the spoken words, and their representatives in the printed words.

The *forms* of the letters should be learned.

Pupils should have drill in giving elementary sounds.

Pupils should learn the names and name-forms of the letters, and be able to construct words from them. (This applies to printed forms only.)

Pupils should learn the marks which indicate different sounds, and use them properly in writing known spoken words.

Pupils should be taught to learn the pronunciation of new printed words for themselves.

Pupils should learn new spoken words under direction of the teacher.

In all writing, the pupils should use proper punctuation marks, and learn their names.

2. ORTHOGRAPHY.

By the time the pupil has finished the First Reader, he should be able to spell all words in reading lesson, both by sound and by letter; to write names in reading lesson, and to mark diacritically the long and short sounds of vowels in names written.

In each recitation, pupils may select all the names; then write them as they are pronounced by the teacher, marking the vowel sounds. Let

the slates then be exchanged and the pupils criticise. Indicate the misspelled words thus: +, and re-write them correctly. The teacher should, in the meantime, oversee the work and render as much assistance as possible. The lesson may then be read; after which, as many words should be spelled orally and phonically, as time will permit.

3. WRITING.

Practice on the script forms of the small letters; first making separate letters, which should very soon be combined in small words. A letter is nearly as easily made in connection with others as separately, and correct spacing in the joining of letters is learned incidentally and with little effort. Teach capitals as they occur in the script exercises of the First Reader. Attention to correct position of body, arms, feet, and slate; and how to hold the pencil.

While the blackboard and writing-charts are indispensible in teaching penmanship, the young beginner needs his model no larger nor smaller than the letters he is expected to produce, and the copy should be placed immediately under his eye and as near his pencil as possible. To meet these conditions of successful teaching, the County Board of Education has adopted Hurst's Compend of Penmanship.

It begins with the teaching of drawing and writing simultaneously upon the basis of a uniform and proportionate division of space, an inch being the unit of measurement, beginning with the simplest form, and proceeding by easy and attractive stages to the completion of all the work required in our First Grade. Each First Grade pupil should be supplied with that Compend and his instruction in writing should begin with its use, thus avoiding the confusion of ideas which will result from his attempts to imitate the writing of his teacher, or to apply to himself directions given to older pupils, as is often the case where there is not a systematic design followed in the training of beginners. The Compend, faithfully followed, presents the needed systematic design. Teachers should study the directions "To the Teacher" given on the third page of cover of the Compend.

Pertinent suggestions will be found in Parker's *Talks on Teaching*, Talk XI, page 75.

4. LANGUAGE.

Attention to correct use of language, and exercises for the formation of right habits of speech.

In this Grade, the instruction will follow the work intended to accompany the First Reader, as given on pages 5 to 19, inclusive, in Part I of Mickleborough & Long's LANGUAGE EXERCISES.

Attention should be given to correct use of language in the very first recitation of the pupil.

The exercises drawn from the book named need not be undertaken until the child has been several weeks in his First Reader.

The teacher should study the directions in the "Teacher's Edition" of the above named book. Remember that the committing to memory by the child, of rules and definitions presented orally, is not the instruction here intended. Language instruction in lower grades being comparatively new, the following quotation from the preface of the book, shows the principles upon which the exercises are based:

"1. That the child learns by example and practice: not rules or theory.

"2. That the habits of utterance which a child begins to form at the very outset will cling to him through life.

"He should, therefore, before bad habits of speech are formed, begin with the facts that lead up to general grammatical laws; not, as advanced text-books require, with rules and definitions."

5. PHYSIOLOGY.

Personal attention to cleanliness. Call to mind the difference the pupil feels when its hands, face and dress are clean and when they are not. Inculcate a just pride in personal appearance, and in neatness of surroundings.

This training calls for the necessary washing conveniences in each school room.

See Physiology in the Second, Third, and Fourth Grades.

The oral instruction in Physiology prescribed in this Course, is not offered as a substitute for the study of the text-book, nor is it, as in case of the oral instruction in Geography, a preparation for the book,—but, is a series of lessons intended to inform the child as to his physical nature and lead him into habits conducive to health.

6. ARITHMETIC.

Exercises in Addition, with results not exceeding 10.
Exercises in Subtraction, using 10 as the greatest minuend.
Write numbers to 100.
Read Roman Numerals as employed in Reader.

[NOTE:—The teacher should follow in this grade the work laid down for the First Year in E. E. White's *Oral Lessons in Numbers.*

That book is not merely a manual of suggestions, but gives the material to be used by the teacher. It has a series of exercises in detail, beginning at the first step and extending through the entire oral course.]

7. PUPIL'S OUTFIT.

Upon starting to school the child should be supplied with a copy of McGuffey's Revised First Reader, a slate, slate-pencil and sponge. Also, Hurst's *Compend of Slate Work, Penmanship and Drawing.* Slates with muffled or covered frames are most desirable. A ruler, clean cloth and satchel will also be serviceable. The reading-book will not be used during the first few weeks, but its purchase should not therefore be delayed. The slate, etc., will be needed from the first hour.

CHAPTER XII.

SECOND GRADE.

The pupil, having successfully accomplished the work put before him in the First Grade, is permitted to enter upon the work of the Second Grade.

The Second Reader is taken upon entering this Grade, and is continued through the entire time given to the Second Grade. Indeed, it constitutes the measure of this Grade.

The pupil will be prepared by oral lessons (continued from the First Grade) for the profitable use of the Primary book in Arithmetic. These oral lessons will be continued several weeks before the book is taken. Instruction in Spelling, in Writing, in the correct use of Language, and in some of the elements of Geography and Physiology, will be given, as set forth in the following paragraphs:

1. READING.

McGuffey's Revised SECOND READER.

The Second Reader work should be a continuation of that of the First, with thorough drill in diacritical marks.

Continued practice in working out the pronunciation of marked words.

In the latter part of the Second Reader work, pupils should have some drill in learning the meaning of words from a simple vocabulary, and in using them in sentences.

Pupils should learn the use of the period and interrogation point, and exclamation point, together with practice in using quotation marks, the comma, the hyphen, and the apostrophe.

They should be able to gain some knowledge from reading matter within their comprehension.

Pupils should have drill in the expression of thought and feeling, and in the use of vocal organs.

Pupils should not be kept on this work longer than nine months.

2. ORTHOGRAPHY.

Spell new words in Reader by sound and by letter, and be able to write selected words and mark them diacritically.

Let the new words and others be studied and recited as were the names in the First Grade. If the time in recitation be insufficient, let the lessons be carefully prepared in writing, and selected words marked diacritically: but this work should be carefully examined and corrected in recitation. Let oral and phonic spelling continue as time will permit.

On subsequent pages of this MANUAL will be found lists of words suitable for spelling exercises in this Grade. They should be thoroughly learned.

3. WRITING.

Pupils of this Grade are to write in Eclectic Elementary Copy-Books; must be thoroughly drilled in correct position of body, in movement, in form and analysis of letters, and must write two books during this Grade.

Remember that good handwriting comes mainly by practice. Constant attention must be given to all writing by the child, else his practical use of writing in other tasks may undo and destroy all the good of the regular writing lesson.

The continued use of the pencil or the introduction of pen and ink in the above work, will depend upon the proficiency and age of the pupils.

4. LANGUAGE.

Drills and dictation exercises.

In this Grade, the instruction will follow the work given to accompany the Second Reader, on pages 21 to 45, inclusive, in Part I of LANGUAGE EXERCISES named in First Grade.

See suggestions under Language, in other Grades.

5. GEOGRAPHY.

Drills upon direction, distance, and area.

This instruction is to be given orally, and is preliminary to the proper comprehension of the text-book. The beginning of this instruction is placed in the Second Grade, though some of this information may be acquired by the child while in the First Grade. See Note on the Geography in Third Grade.

I. Directions. 1, use; 2, names. Drill thoroughly until each pupil can point accurately and promptly to all points of the compass.

II. Distance. 1, inches; 2, feet; 3, rods; 4, miles; 5, fractional parts of a mile.

III. Area. 1, square inches; 2, square feet; 3, square rods; 4, square miles; 5, acres.

Drill in distance by actual measurement of lines, boards, floor, etc., and by comparing things measured with things which the pupils have not measured, until they are good judges of distance and area.

6. PHYSIOLOGY.

The following subjects should receive attention before the pupil has passed from the Third Grade, and may be commenced in the First Grade:

Position of pupil in seats. Variety of position required. Sitting in draft and by a heated stove. Amount of work to be required of pupils. Times for study. Sports. Light. Air. Care of clothing. Care of person—hair, teeth, fingers, etc. Bathing. Temperance. Contagious diseases; and rules of health to be observed.

See suggestions under Physiology, in other Grades.

7. ARITHMETIC.

Oral instruction: Parts of White's ORAL LESSONS as follows:

1. Review the instruction of the First Grade, *i. e.*, the "First-year Course"—pages 19 to 62 inclusive.
2. If the class is not by that time sufficiently advanced in Reading, to use the Primary book understandingly, oral instruction should be continued, to the close of Lesson V, page 83.

As soon as the pupil is able to read intelligently in White's PRIMARY ARITHMETIC he is to be given that book, and in this Grade, should advance to page 72.

Roman Numerals as employed in Reader.

The teacher should make himself familiar with the methods for the Primary book, as given in White's *Manual of Arithmetic*, pages 9 to 51.

8. PUPIL'S OUTFIT.

The child will need, for the work of this Grade, McGuffey's Revised Second Reader, Eclectic Elementary Copy-Books, lead-pencil, slate and small articles named in First Grade. White's Primary Arithmetic, and pen and ink, later.

[NOTE:—The time required for the proper completion of the work of the Second Grade, is estimated to be equivalent to not less than nine months of continuous attendance.]

CHAPTER XIII.

THIRD GRADE.

The Third Grade comprises the work to be done while the pupil is in the Third Reader. It is estimated that this Grade will occupy at least nine months of regular attendance.

1. READING.

McGuffey's Revised THIRD READER.

Instruction in this Reader should be devoted—

To the intelligent expression of thought and feeling;
To thorough voice drill.
To a more exhaustive study of punctuation marks;
To reproduction in pupils' own language of matter read;
To continued practice of preliminary drill in the use of a vocabulary.
This Grade affords about the best facilities for teaching spelling.

2. ORTHOGRAPHY.

Spell all new words in Reader, and write assigned parts of reading lessons. Teach and have reproduced, simple definitions and synonyms within the limits of the pupils vocabulary. Write part of the reading lesson, substituting synonyms or definitions for new words. Write sentences applying familiar words. Continue diacritical marking.

Spell designated words both orally and phonically. Exchange slates and criticise the written work carefully with respect to spelling and punctuation. This should be done in each recitation in Reading. Oral exercises in making sentences using assigned words will be valuable in developing readiness in the use of language. A separate recitation may be heard for which pupils have prepared "sentences applying familiar words."

Lists of words suitable for spelling exercises in this Grade, will be found on subsequent pages.

3. WRITING.

Use the Eclectic Elementary Copy-Books, and write, with pen and ink, three books. Lessons in position, and in form and analysis. Drill in movement.

"Every school should have a set of Writing-cards, and from these, so far as the *form* of letters is concerned, the lesson should be given."

"Blackboards are as necessary in teaching Penmanship as in Arithmetic, and, as a rule, those who use the chalk most freely succeed in teaching the best."

"The use of engraved copy-books is indispensable in school, but they must not be relied on exclusively. Let copy-books alternate with blank-books in which to write maxims, choice selections, etc. These blank-books, children may use with greater freedom of hand and of the will that guides it."

"*Movement* is the foundation of good writing, and it should be the aim to teach it thoroughly, for, when it is mastered, one may readily adopt any style that he pleases; but if movement is neglected, any style or system will be imperfect and incomplete."

"Besides the copy-book, each pupil ought to be provided with an exercise-book, in which he should practice five or ten minutes before writing the regular lesson."

"When the pupils can trace the exercises easily, holding the pen properly, they may try them with ink, but not till then; for the first step is to teach correct position and pen holding; and no pupil should be allowed to make a mark with the pen or pencil unless sitting in the proper position and holding the pen correctly."

The teacher will be greatly aided in his efforts to teach Writing, by a careful study of the *Eclectic Hand-Book of Penmanship.*

4. LANGUAGE.

The pupil will do the work given to accompany the Third Reader, on pages 5 to 39, inclusive, in Part II of above named LANGUAGE EXERCISES.

See suggestions under Language, in other Grades.

5. GEOGRAPHY.

Study and mapping of school-room. Same of school grounds. Same of school district. Develop direction and distance in a map.

Divisions of land and water.

Shape and movements of Earth.

Use globe and pictorial chart.

Lessons on plants and animals.

The following is a continuation of the outline given in the Second Grade and is so numbered.

IV. School room. 1, Shape. *a*, Tell the shape orally. *b*, Show the shape by drawings on slates and blackboard. 2, Position and location. *a*, Tell orally the position and location of seats, desk, stove, etc., in schoolroom. *b*, Locate them in drawings.

V. Same steps with school house and grounds.

VI. Same steps with school district.

VII. Map. *a*, Definition. *b*, Draw maps of school room, school house and grounds, district or neighborhood.

VIII. Develop the necessity of a "scale of distance" in a map; and redraw the above mentioned maps to illustrate a common scale.

IX. Divisions of land and water; (*a*) defined, (*b*) examples, (*c*) maps drawn to illustrate.

1, Continents. 2, Coasts. 3, Oceans. 4, Islands. 5, Coast Lands —peninsulas, isthmuses, capes, promontories. 6, Coast waters—seas, gulfs, bays, straits. 7, Surface of the land—valleys, plains, hills, mountains, tablelands, marshes, deserts, water-sheds—define, illustrate, how represented on maps, uses. 8, Water upon the land—springs, rivers, (how formed, right and left banks, source, mouth, basin, bed, falls, uses,) river systems, (formation, head, foot, shore, uses).

X. The earth—shape, movements, lines and circles, zones. Use the globe.

Lessons on Plants and Animals may be drawn from any elementary books on Botany and Zoology. The design of such lessons should be to awaken interest among the pupils and train them to habits of observation.

[NOTE:—It is not expected that the teacher shall give oral instruction on these topics *daily* through the entire periods occupied by the Second and Third Grades. But the instruction above outlined must be given before the pupil finishes the Third Grade, so that he may begin the study of the Elementary book upon entering the Fourth Grade.]

6. PHYSIOLOGY.

Oral instruction in Anatomy.

Bones—their composition, forms, growth, and uses.

The skeleton, outlined and diagramed.

Teeth—their names, uses, care.

Muscles—their anatomy, uses, growth, effects of exercise, light and air.

Outlines in detail for these topics, can be found in the adopted Physiology, "The Eclectic." Bones, page 24; Teeth, page 46; Muscles, page 32.

7. ARITHMETIC.

White's Primary Arithmetic finished, and White's INTERMEDIATE ARITHMETIC to page 80.

The teacher is urged to study the directions for using the Intermediate Arithmetic, given in White's *Manual of Arithmetic* beginning on page 53, the article on "Methods of Teaching Arithmetic," page 9, and the models for analysis in Part II of that book.

8. PUPIL'S OUTFIT.

The pupil will need, in this division of the Course, McGuffey's Revised Third Reader, White's Intermediate Arithmetic after he has completed the Primary book furnished him while in the Second Grade; Copy-Books, pen and ink, slate, etc., as named for preceding Grades; Mickleborough & Long's Language Exercises, Part II.

[NOTE:—The close of the Third Grade is also the close of the *Fourth Year* in schools graded upon the "City or Eight-year plan." That is, the Third Reader is to be finished and page 80 in the Intermediate Arithmetic attained at the close of the Fourth year. The pupil will begin the Fourth Reader and the Elementary Geography with the Fifth year.]

CHAPTER XIV.

FOURTH GRADE.

The fourth division of the pupil's progress is entered when he is ready for the Fourth Reader. At this point, the child has reached a stage of advancement and has attained to a degree of development which will admit of some change in the character of his work. Henceforward he is to depend less upon the talks of his teacher, and more upon the study of his books. He has, in this Grade, a text-book on Geography, and a spelling-book for recitations separate and distinct from the spelling with reading lessons. While in this Grade, he is expected to have daily recitation in Orthography; to practice daily in writing with ink; to exercise daily in reading; and to receive systematic instruction in Language. For this last, he should have the book of Language Exercises named in this Course.

1. READING.

McGuffey's Revised FOURTH READER.

In this Grade increased attention should be given, with thorough drills, to—

The intelligent expression of the thought in what is read;
Reproducing in the pupils' own language the matter read;
Changing poetry into prose;
The use of the Dictionary;
The intelligent use of the vocal organs.

2. ORTHOGRAPHY.

In this Grade, the pupil should use the Spelling-book, and should master Section I of SWINTON'S WORD-BOOK OF ENGLISH SPELLING.

Every pupil should have a copy of Webster's High-School Dictionary, and every school should have Webster's Unabridged.

The use of these books in determining the orthography, etymology, pronunciation, and meaning of words, should be carefully explained.

Follow the plan of the book, as set forth in the directions at the head of each exercise.

3. WRITING.

Use Copy-Books Nos. 3 and 4, Eclectic series.

During this Grade review-lessons in position of body and form and analysis of letters must be given frequently; also, lessons in movement, slant and spacing shall be given. All lessons prepared in writing must be carefully examined and criticised with reference to penmanship.

The teacher must remember that clear reading, proper speaking, correct spelling, and legible writing, must be observed at all times and in all school work. They are not so much "branches," as ever present obligations. A failure in this direction is a failure in one of the chief purposes of the school.

4. LANGUAGE.

The pupil will do the work given to accompany the Fourth Reader, on pages 41 to 84, inclusive, in Part II of above named LANGUAGE EXERCISES.

The pupil should own and use a copy of the Language Exercises. If the book can be procured while the pupil is in the Third Grade, good will follow. But in all cases the book should be put in the hands of the pupils when they enter the Fourth Grade.

[NOTE:—That the spirit and purpose of the instruction here indicated may be fully understood, the teacher is urged to study the "Introduction," page 7, and "Course of Study in Language," page 13, in the Teacher's Edition of the above named *Language Exercises.*]

5. GEOGRAPHY.

Study of text-book commenced in this Grade. Use ECLECTIC ELEMENTARY GEOGRAPHY. Oral instruction to be given on the geography of Wayne County and the State of Indiana, and the map of the State to be drawn.

The topics and the facts for the instruction on the geography of the County, will be found in a subsequent chapter. The topics for the State are such as are discussed in the Indiana department of the "Complete." In the map drawn in this Grade, the following order should be observed: 1, represent the boundaries. 2, the rivers. 3, the cities and towns. 4, the railroads. 5, the lettering. Only the important rivers and towns should be indicated. Hodgin's diagrams will be found useful.

6. PHYSIOLOGY.

Oral instruction continued.

Digestive organs—position, anatomy, and use of each. Outline formed as the instruction proceeds.

Absorption, Circulation, and Respiration, discussed.

Topical Outlines for the above will be found in the New Eclectic Physiology. Digestive organs, page 64; Absorption, page 183; Circulation, page 78; Respiration, page 93.

Information for these oral lessons may be obtained from the "Notes" in Hutchison's Physiology. Assistance can also be obtained from notes in Tracy's and Steele's Physiologies.

It may be impossible for the teacher to give oral lessons upon Physiology to each of the Grades. Such oral lessons can be given as general exercises to all pupils who have not yet entered upon the study of Physiology from the text book.

7. ARITHMETIC.

The INTERMEDIATE ARITHMETIC continued to Percentage.

For proper methods for this Grade, the teacher should consult White's *Manual of Arithmetic*, pages 53 to 68, in Part I, and pages 6 to 10, in Part II.

8. PUPIL'S OUTFIT.

The pupil will need for this Grade, in addition to his Intermediate Arithmetic already furnished, McGuffey's Revised Fourth Reader, Eclectic Elementary Geography, Mickleborough & Long's Language Exercises, Part II, Swinton's Word-Book of Spelling, Eclectic Copy-Books Nos. 3 and 4; slate and pencils, pen and ink, as usual, and a copy of Webster's High-School Dictionary.

[NOTE:—It is estimated that the Fourth Grade will occupy fifteen months of regular attendance.]

CHAPTER XV.

FIFTH GRADE.

The pupil is fairly started in his student career when he leaves the Fourth Grade. What he has been learning heretofore was not so much real knowledge as knowledge of the means of acquiring real knowledge. He will now begin to learn that which will be of practical use in his adult life. The next three years of his life will be the period of most development and effect on his mind and character. Entering the Fifth Grade, he takes McGuffey's Fifth Reader, which is the last of the series of readers to be used in the common schools; the second book in Geography; begins the text-book study of Grammar, and in a short time takes the highest book in Arithmetic.

1. READING.

McGuffey's Revised FIFTH READER.

A. The instruction in this Grade should—
Inculcate the love of reading;
Excite interest in good reading;
Cultivate the powers of discrimination and the spirit of intelligent criticism;
Interest pupils in authors by giving outlines of their literary lives and works.

B. The following outline is recommended to be used in advanced classes in the Fifth Reader.

I. Thought.
1. Typographical,
a. Spelling. *b.* Punctuation.
2. Definitional,
a. Etymological. *b.* Received. *c.* Synonyms.
3. Grammatical,
a. Etymology. *b.* Syntax.
4. Logical,
a. Connection of sentences, *b.* Connection of stanzas,
c. Purpose of selection, *d.* Movement of thought and feeling.
5. Rhetorical,
a. Figures of speech, *b.* Form of discourse,
c. Analysis of verse. *d.* Pharaphrasing.
6. Informational,
a. Concerning objects mentioned or alluded to by the author;
b. Concerning the writer, his character, circumstances under which he wrote, and his contemporaries.

7. Orthoepic,
   a. Articulation, *b.* Pronunciation, *c.* Accent, *d.* Syllabication.

II. Expression,
   1. Elocutionary,
      a. Tone, *b.* Speed, *c.* Pitch, *d.* Force, *e.* Emphasis, *f.* Inflection.
   2. Gestures.
   3. Facial expression.
   4. Position.

2. ORTHOGRAPHY.

Section II (beginning at page 65) of SWINTON'S WORD-BOOK, thoroughly studied, together with such other exercises and drills as are given in (this) Manual of 1885.

Cultivate in pupils the habit of constant reference to the Dictionary as a most valuable auxiliary in every branch of study.

Train pupils to the habit of carefully inspecting the spelling of every word they write.

Follow the directions at the head of each exercise in the above named spelling-book. For additional exercises and drills: 1. Construct sentences, using new and difficult words, and homophonous words. 2. Spell words in Arithmetic, Geography, and Grammar lessons. 3. After every written examination, make a lesson of the words misspelled on examination papers.

3. WRITING.

Use Eclectic Copy-Books Nos. 5 and 7. Review the Fourth Grade work, with additional stress on position and movement, and the formation of capital letters.

Only four books of the series are designated as positively required. These contain all the letters, and are enough to present the *forms*. See the remarks under WRITING in preceding Grades.

4. GRAMMAR.

In this Grade, the study of the text-book on Grammar proper is to be commenced. The parts of speech thoroughly studied, together with their classifications and modifications. First, the facts practically learned and applied by drill exercises; then the definitions, principles, and rules. This should be combined with parsing, and analysis of simple sentences. Use HARVEY'S ELEMENTARY GRAMMAR.

[NOTE:—Harvey's Elementary Grammar was adopted in 1884. Swinton's "New Language Lessons—an Elementary Grammar" will be found in many schools. That book is of equal rank with Harvey's Elementary, and should be used in the same places in the Grades.]

5. GEOGRAPHY.

Geography finished. Use as a text-book in this Grade, ECLECTIC COMPLETE GEOGRAPHY.

Special attention is to be given to the "Surveys of Public Lands"—page 26 of the above named text-book; Commercial Geography—pages 56 to 60; Map Drawing—page 101. The following maps, in addition to those given on page 101, may be drawn: Indiana; Wayne County; the Township; the Central States, page 40; the Holy Land, page 90; Australia, page 97.

6. ARITHMETIC.

Intermediate Arithmetic finished and reviewed, and White's COMPLETE ARITHMETIC Commenced.

Pupils while in this Grade should endeavor to attain to page 135 by the time of the completion of the Geography.

The careful study of appropriate parts of White's *Manual of Arithmetic*, is recommended, for methods for this and the succeeding Grade.

7. PUPIL'S OUTFIT.

The pupil will need in this Grade, McGuffey's Revised Fifth Reader, White's Complete Arithmetic, Harvey's Elementary Grammar and Composition, Eclectic Complete Geography, the Swinton's Speller procured in the Fourth Grade, slate, Copy-Books Nos. 5 and 7, and other writing material, and Webster's High-School Dictionary.

[NOTE:—It is estimated that this Grade will occupy from twelve to fifteen months of regular attendance, depending somewhat upon length of terms.]

CHAPTER XVI.

SIXTH GRADE.

The pupil who has thoroughly mastered the studies to the close of the Fifth Grade, has acquired a fair elementary education, and more than was afforded in the common schools of a generation ago. Except in Arithmetic, it is equal to what is included in the common-school course in many states. But Indiana is more generous toward the children who must depend upon their home schools for whatever learning they obtain. In addition to the six branches mentioned in the Fifth Grade, two others are required by law to be taught in the Common Schools. These two additional branches are History of the United States and Physiology. By remaining a few terms after completing the Fifth Grade, a pupil can

obtain such a knowledge of Arithmetic as will prepare him for the requirements of the farm, the work-shop, and the counting-room. He will have acquired the power to read understandingly much of the best literature of the language; the skill to write neatly and legibly, with ease and rapidity; and the ability to express his thoughts and wishes in clear grammatical sentences. He will have learned something of his own and other countries; of the institutions to which as a citizen he is heir; and to take care of his body.

The placing of these eight branches in the Common Schools is no accident. They make a complete circle of elementary education, and form the foundation for both future study and practical life.

During at least a part of the time given to the Sixth Grade, the pupil will pursue Reading, Orthography and Writing. The books for these branches are the same as named for the First Grade. It may be necessary, for the economy of time, that such studies be pursued with the Fifth Grade classes.

1. READING.

The Fifth Reader is used, with such supplementary reading as may be at command. A few selections should be carefully studied according to the directions in the "outline recommended to be used in advanced classes," given under the head of Reading in Chapter XV. Whether exercises in Reading shall continue daily through the time of the Sixth Grade, is left for the teacher to determine. This will depend much upon the former training and the present need of each pupil.

2. ORTHOGRAPHY.

Reviews and exercises as given in Manual.

In this and preceding Grades, after every written examination, at least one spelling lesson must be made of words misspelled on examination papers.

It should first be determined whether the pupil in the Sixth Grade should pursue this branch with the Fifth Grade. If not, then exercises of the following nature should be given. As the pupil will occupy several terms with the studies of the Sixth Grade, exercises for two terms are here given:

I. Spell words in Grammar, History, Physiology, etc. Learn and apply rules for Spelling. Write simple descriptions and narrations. Lessons upon all misspelled words in pupils' papers.

II. Occasional exercises as above, write essays, and criticise.

In these exercises the teacher should refuse from pupils any written papers that contain any misspelled words. Word Analysis. Use of Dictionary fully taught.

Pupil should have Webster's High-School Dictionary.

3. WRITING.

Whether the pupil takes regular instruction in writing, depends upon the proficiency attained in former Grades, and upon the pupil's present needs. If he should need regular instruction let him take it with the other Grades. No pupil should leave school without a handwriting up to the requirements of good business practice. Legibility, rapidity and ease are the important features of a good business handwriting.

It must be remembered that the pupil has now reached an age when his handwriting is likely to become fixed in its individual peculiarities, and is liable to be cramped and irregular, from habits of "scribbling" or writing without care. All lessons prepared in writing should be carefully criticised with reference to penmanship. The pupil should be held *to make every letter legible.* The ability to produce "a good, honest, plain, neat, firm, clear, legible, strong, and regular hand," is not only a necessary skill, but a most creditable accomplishment.

4. GRAMMAR.

The study of the book named in the Fifth Grade, continued and completed.

The pupil entering the Sixth Grade is expected to complete the Elementary book. At its completion, he should be able to pass a thorough examination upon all the subjects in that book. This amount of text-book work in Grammar, may appear meagre, but it must be borne in mind that the achievements in Grammar are the least satisfactory of all the common branches in District Schools. Most pupils obtain a fair knowledge of the other branches before they do of Grammar, and few have gone successfully through the book before the time comes for them to quit school. The teachers in adopting the present amount of requirement avowed the policy of "undertaking less and completing more." The Elementary book, following the Language course in the Fourth and preceding Grades, and properly mastered, is considered sufficient for the practical every-day needs in grammatical knowledge. It is not sufficient for any one who is preparing to teach or to pursue a higher course. There may be such pupils in a few schools, and there are schools where the employment of more than one teacher affords opportunity for advanced classes. For such cases the following note is placed in the placard-form of the Course:

"*In schools where there are pupils of proper age and advancement to require a higher book, HARVEY'S REVISED ENGLISH GRAMMAR can be used, it being adopted in this county for such pupils.*"

[NOTE:—Swinton's "New Language Lessons" though not the adopted book is still in some schools. It must not be confounded with the Language Exercises of the Fourth and preceding Grades, but, if used, it should be used in the same places in the Grades to which Harvey's Elementary is assigned. The remarks above apply to the use of Swinton's book as well as to Harvey's Elementary.]

5. HISTORY.

History of the United States is studied in this Grade, using QUACKENBOS'S NEW AMERICAN HISTORY as the text book.

Geography being finished in the Fifth Grade, History and Physiology follow in the Sixth Grade. It is thought that these branches can be completed in succession in the same length of time as is required to master the Arithmetic assigned to the Sixth Grade. If the pupils in this Grade have daily recitations in Reading, Grammar, and Arithmetic, with exercises in Orthography and Writing, they will not have time for more than one other heavy study. Whether that other study shall be History first followed by Physiology, or Physiology first, then History; or whether both branches can be pursued during the same term, by each being recited on alternate days—are questions that must be determined by the advancement, ability and time of the class.

6. PHYSIOLOGY.

The study of text-book is to be commenced after Geography is finished. Use the ECLECTIC PHYSIOLOGY.

The time of commencing Physiology is discussed in the paragraph under History, above.

7. ARITHMETIC.

The COMPLETE ARITHMETIC finished.

It is hoped that the pupil will reach page 134 by the close of the Fifth Grade. Beginning with page 135, there will be time to master and review the rest of the book, in this Grade.

8. PUPIL'S OUTFIT.

There will be needed for the Sixth Grade, the Complete Arithmetic and Elementary Grammar procured for the preceding Grade; Quackenbos's New American History, and the New Eclectic Physiology. The High-School Dictionary continued in use. Slate, ink, and other conveniences.

If, during a part of the time given to this Grade, the pupil pursue Reading, Orthography, and Writing, the books for those branches are to be the same as named for the Fifth Grade.

CHAPTER XVII.

COMPLETION OF THE COURSE.—DIPLOMA.

The pupil who has pursued systematically the prescribed Course or has mastered all the common branches, is entitled to some special recognition of his perseverence and achievements. Some form of recognition of the accomplishment of prescribed tasks has been found to produce great benefits in other departments of educational effort. The promotions and graduations in colleges and high schools, are known to exert a great influence upon their students.

The completion of a successful study of the branches named in the law and deemed essential to every citizen, is certainly an event in the scholastic career of the child of sufficient importance to justify some public recognition. With these thoughts in mind, there has been established a special examination, with an appropriate certificate.

In his annual report to the County Board of Education, on May 1, 1877, the Superintendent of Wayne County presented and discussed a project for establishing such examination.

The Board that day, resolved, "That advanced pupils be examined in the eight common branches, by the Superintendent, and a Diploma issued to the proficient."

At a later date, was adopted the clause in Rule XXXIV, given on page 14 of this MANUAL.

Examinations have been held each year since, and a certificate, popularly called a "Diploma," has been issued to those pupils who successfully stood the test. The manner of conducting the examination has been arranged, each year, between the Superintendent and the teachers having candidates. The answers of the candidates have been graded by the Superintendent. Frequently the Diplomas have been presented on the closing day of the term, accompanied by more or less public exercises.

In the Manual of 1880, specifications were published to indicate the nature and extent of the examinations for Diploma.

A revised statement in harmony with the present condition of the schools and the instruction therein, is here given.

Reading. The pupil will be required to read a passage in a newspaper, book or magazine; and questions will be asked touching the sense of the passage, and testing the pupil's knowledge of how to use the Dictionary. Questions concerning authors may be asked, and upon some of the technicalities of reading as far as set forth in the introductory parts of our Readers.

Orthography will be chiefly judged from the spelling in the pupil's papers, but some questions will be given concerning pronunciation, sounds, and markings.

Writing will be judged from the manuscripts presented in the examination; notice will be taken of the neatness and form of the papers.

Arithmetic. In this branch will be required such knowledge of prin-

ciples and practical applications as can be obtained in the text-books in use in this county.

Geography. The tests in this branch will include mathematical, descriptive, political, and local Geography, and the principles of Physical Geography as set forth in the adopted text-book. Skill in map drawing sufficient to enable the pupil to indicate the relative position of places, is desired. The examination in Geography may be held at the close of the Fifth Grade, or whenever the study of it is completed.

Grammar. In addition to the knowledge of the subject, as presented in our text-books, the pupil's ability to apply his knowledge will be judged from the grammatical accuracy, clearness of expression, and punctuation of the MSS.

History. Causes, movements, and results will be dwelt upon, rather than dates; yet the most important dates should be fixed in the mind. A few questions will be asked upon the Constitution of the United States. The candidates may be examined in History whenever they have completed the study.

Physiology. A knowledge of anatomy, physiology and hygiene, is expected, with special attention to rules of health and right physical habits.

The *General Knowledge* of the pupil will also be tested by miscellaneous questions. Some of these questions may be upon the civil government of Indiana.

Character. The Diploma will be a certificate to the good character and correct deportment of the pupil; and no pupil with a bad record for conduct should expect to receive this certificate.

The following is a copy of the Diploma used in this county:

WAYNE COUNTY COMMON SCHOOLS.

DIPLOMA.

....

of School No....., in.....Township,

Having passed a creditable examination in Reading, Orthography, Writing, Arithmetic, Geography, English Grammar, Physiology, and History of the United States; and, having sustained a record of correct deportment, is granted this

Certificate of Proficiency.

In Testimony Whereof, our signatures are hereunto affixed, this .....day of.....18.....

.....County Supt.

....Trustee.

.....Teacher.

COMMENTS.

"A new feature has appeared in the examination work this year, consequent upon a new use being made of the examinations by the young people of our schools. The increased interest in schools, the stimulating influence of public Institutes, and the remote purpose on the part of many pupils of some day entering the ranks of teachers, have induced these young people to desire a test of their knowledge already acquired. Many teachers have wisely encouraged this desire. The only opportunity of undergoing such test is afforded by the Examinations for Teacher's License. This movement on the part of the young people indicates a promising state of affairs, and should be encouraged. But the examinations of teachers, if they be made strictly professional, are hardly fair tests of mere scholarship. Hence, *I suggest two separate kinds of examinations.* One for applicants to teach, to be kept strictly professional. *Another for advanced pupils who wish to test their acquirements.*

"Such examination should be held at convenient places, after the close of the schools in the spring. Actual pupils of the schools may be admitted; and such as reach a satisfactory grade in the common branches and have maintained a record of good behavior, shall receive a Diploma setting forth these facts, signed by the County Superintendent, the Trustee, and the Teacher. My reasons for this movement, are:

"It will distinguish between the acquirements of the pupil and the qualifications of the instructor.

"It will enable us to make more distinctly professional the examinations of the instructors.

"It will give our pupils an objective point toward which they can direct their efforts.

"It will stimulate them to renewed diligence.

"It will tend to correct an evil noticeable in our schools; namely, that of pupils taking few of the branches in the course of study. No pupil will be admitted to this examination who has not at some time studied all the eight branches.

"It will also tend to correct the irregularity in gradation found in too many schools; for if pupils are required to take all the branches, they will see the advantage of taking them at proper times.

"It will enable us to discover our most thorough teachers, by showing who send the most thoroughly prepared pupils to these examinations."—*J. C. M.,—Report of* 1877.

"As is the blossom to the plant, so is graduation to the system of gradation—the natural outgrowth, or rather the culmination of the scheme of classification. It will benefit the individual, because to attain such honors, he has the advantage of a more thorough and systematic training in all the branches studied. The graduate will have received in his course greater and more diversified mental culture, and enlarged and strengthened powers of expression in a classified school, because he has been brought to the study of all the branches constituting a Grammar-school course."—*C. W. Harvey, Supt., New Castle,* 1884.

CHAPTER XVIII.

APPLICATION OF THE COURSE.

The Course of Instruction is placed in the hands of the teachers to enable them to reduce their work to system, to help the pupils obtain the greatest good from their attendance, and to bring all the schools as nearly as possible into uniformity in facilities and practices.

The Course is framed in the recognition of these principles:

I. Pupils are incited to diligence by having their work divided into steps so that they may be able to measure their progress.

II. Certain subjects should be pursued together.

III. A certain amount of work in the several branches should be completed before an advance is attempted.

The Conspectus, on pages 28 and 29, shows the instruction intended for our Common Schools, arranged under an application of these principles, according to the observations and opinions of teachers of this County.

The task before the teacher is to harmonize his school with the dictates of the Course, and to direct his labors so as to maintain the harmony.

A few notes of explanation will be in place:

1. The placard should be in each school room, and posted up in a place where it can be consulted by the pupils.

2. Explain the Course to your pupils. Make the division into the several "Grades" clear to the minds of pupils, and have each class to comprehend the work it must accomplish before it can advance to a higher grade. Make personal applications of the Course to individual pupils with a view to inciting them to greater diligence or more systematic study.

3. In naming classes, call them by the grade to which they belong, as "Third Grade Arithmetic," "Fourth Grade Language," "Fifth Grade Spelling," instead of by number, letter, or title of text-book. This plan will enable the pupils to discover whether they are "even" in their advancement; and they will be incited to strive to maintain their standing if they find themselves properly graded, or to attain regularity if they are not properly graded.

Besides any good which may come to the present term in the way of inciting a desire to bring up neglected studies, this plan assists in connecting the work of successive terms in a continuous effort toward the same end.

The miscellaneous class nomenclature used by some teachers does not have this tendency, as it treats each branch without reference to the branches which accompany it. The unity in idea, not only in the particular school and term, but the unity of all the schools and of succeeding terms, is secured by observing these directions for naming classes.

4. Compare your classes with the Course, and where there is an irregularity, correct it as soon as possible. Make an effort to enlist such pupils as have been neglecting some branches, into classes suited to their

advancement, that they may be doing their full share of work, and receive a full share of benefit. Ask yourself often: "Does each pupil have enough to do?" "Does each class have the proper number of recitations each day?" "Are the several branches commenced at proper times?" "Is the pupil receiving the proper oral instruction at specified time?"

5. Look forward to the work to be done by the pupils at the next term. If irregularities can not be corrected this term, make an effort to prepare the way for their correction at the beginning of next term. Remember that it is the condition in which you leave the school, that is the true measure of your efficiency. The Course is intended to put before the pupils a statement of what constitutes a "common-school education," which our schools are prepared to give them in a rational and systematic way. This education is not obtained in one year, hence the work of each year is but a part of continuous advancement toward ultimate completion.

6. By the side of the placard should be placed a "tally sheet" of the advancement of all the pupils. Such tally sheet should give a list of names of pupils, and set against the name of each pupil, in appropriate columns, the grades of the classes to which that pupil belongs, somewhat in the manner required by the "Term Report of Standing" in the Register, and similar to the following:

Names of Pupils.	*Age.....*	*Spelling.....*	*Reading.....*	*Arithmetic....*	*Writing.....*	*Geography...*	*Grammar....*	*History .....*	*Physiology....*	*Remarks.....*
Jacob Abbott.....	17	VI	V	VI	V		VI	VI	VI	
Maria Edgeworth....	16	VI	V	V	V		VI	VI	VI	(2.)
Peter Parley.....	14	V	V	V	V	V	V			(1.)
Louise Alcott.....	14	V	V	V	V	V	V			(1.)
Hans C. Andersen...	13	IV	IV	IV	IV	IV	IV			
Isaac Watts.....	12	IV	IV	IV	IV	IV				(3.)
Grace Greenwood...	12	IV	IV	IV	IV	IV	IV			
Charles Dickens.....	10	III	III	III	III					
Mary M. Dodge.....	11	III	III	II	III					(2.)
Horace Mann.....	7	I	I	I	I					
Thomas Arnold.....	6	I	I	I	I					
Mayne Reid.....	7	I	I	I	I					

By such tally sheet you will be able to see (1) what pupils are "even" in their advancement, (2) what pupils are behind in some part, (3) what pupils are not pursuing studies belonging to their grade and have not a proper amount of work to do.

SOME PERPLEXITIES.

Sometimes, when teachers look at the Course, they receive an impression that an excessive amount of work is directed. They fear that there is not *time* for the number of classes they suppose to be intended, nor for the quantity of instruction that seems to be embraced. Let us examine this matter:

It is not intended that there shall be a class and separate recitation for every space in the Conspectus. Much of the instruction set forth in some columns can be given with the instruction of other columns. For instance, a careful examination of the chapters that follow the Conspectus, will show, how closely connected is the Orthography with the Reading in the First, Second and Third Grades. A similar connection will be seen to exist between the Language in these Grades and the Reading. If the pupils in the First and Second Grades have four recitations daily, the work intended for their respective Grades, can be done in the time estimated. One recitation should be had, daily, in Arithmetic. At one other, particular attention can be given to the Language exercises. Reading and the appropriate tasks in Orthography, may be the purposes of the other two recitations. The equally easy management of the Third Grade, will be seen after reading the next two paragraphs.

Upon the real *amount* of the oral instruction, teachers are sometimes deceived. For instance, looking at the Conspectus they see Oral Geography assigned to the Second and Third Grades, and are perplexed as to how they are going to find time as well as topics for such instruction through both those periods. A study of the topics given on page 34, will disclose the fact that much of the Geography placed in the Second Grade can be imparted incidentally, and altogether will not need more than twenty lessons, with occasional reviews in moments to spare from recitations in other branches. An inspection of the topics on page 37, will show that if the pupils in the Third Grade are given instruction on Geography for ten minutes daily, the whole ground can be covered easily in three months. As pupils are in the Third Grade at least nine months, the oral instruction in Geography can be given, and full time left for the proper mastery of the Language assigned to that Grade. In making the program for the Third Grade, four recitations daily, will include the entire instruction for that Grade, except the Oral Physiology. One recitation set apart to Arithmetic, one to the Language or Geography, and the other two to Reading with the accompanying exercises in Orthography, will keep the pupils of the Third Grade busy, as well as include all the subjects for that Grade, except Physiology, which is considered in the next paragraph.

Fifteen months is the estimated time required to complete the Fourth Grade—especially for the Reading and Arithmetic assigned that Grade. The Language Exercises designated for the Fourth Grade, will not occupy more than nine months of the time allowed for that Grade, therefore time sufficient can be found for Oral Physiology without increasing the number of classes or changing the program as given on page 55. At the same time Oral Physiology is being taught to the pupils of the Fourth Grade, the Third Grade pupils and all other pupils who should receive such instruction, can be included in the class.

The study of the Fourth Grade's book on Geography will not occupy fifteen months, therefore the study of the County and the State is added to the work in the text-book. The instruction on the County and State may be given incidentally in connection with the regular lessons, or alternately therewith, or during a suspension of the text-book lessons,—as the teacher may deem best or most convenient.

Teachers are often perplexed as to the *details* of oral instruction. They are at a loss as to "what to say," what tasks to assign, and how far to extend the work. They are overwhelmed at the prospect of being required to construct whole treatises on the given subjects.

> "And enterprises of great pith and moment
> With this regard their currents turn awry,
> And lose the name of action."

If the teachers will carefully follow the notes and suggestions in the chapters explaining the Course, they will find that the amount of preparation required of them is much less than their apprehensions picture.

Consider the Language Instruction. Teachers are often discouraged by what they judge to be the demand in that department. A great amount of original preparation seems to be required of the teacher to impart the instruction contemplated, while at the same time, the pupils are not being given tasks with which to occupy their attention from the oral lesson until the next recitation. Let the teacher supply himself with the *Teacher's Edition* of the adopted *Language Exercises*, and he will find that the labor from which he is shrinking has already been preformed for him by the authors of that book. Not only is the teacher furnished with the topics to discuss, but also with the tasks to assign the pupils.

The same observation can be made of the service rendered to the teacher by White's *Oral Lessons in Numbers*. The value of that book in training the First Grade pupils, can not be over-estimated.

It must be remembered that the oral instruction directed by the Course for Language and Numbers, implies practice on the part of the pupils nor merely listening to lectures.

The material for the Oral Physiology is not quite so handy as that for the branches just considered. Yet nearly all that the teacher needs to know can be obtained from the adopted text-book and a later chapter in this MANUAL. The extent of this instruction is not as definite as in the other branches. Systematic oral instruction in Physiology to lower Grades, is a new feature in our Course, and its details are not yet fully determined. But it is believed that the ground marked out can be covered in one hundred lessons of fifteen minutes each. As it is estimated that the Language Exercises of the Fourth Grade will not need more than nine months, it is readily seen that a hundred lessons on Physiology can be given in the remaining six months of time allowed for the completion of the Fourth Grade. Hence, we see that the Third and Fourth Grades can be made to conform to the program on page 55.

The influence for advantage which the Course may have, will depend largely upon the support, in kind and quantity, which it receives from teachers. Let not your part be lacking.

CHAPTER XIX.

DAILY PROGRAM.

The models here presented are intended as suggestive. There is nothing arbitrary in the order of the branches in any Grade, although the arrangement given conforms to the views of many well experienced teachers.

The blank spaces represent study-time, and the studying of a subject may immediately precede or succeed the recitation hour, as best suits the views of the teacher. The opinion that the studying of a subject should be immediately after the assignment of the lesson in it, with a short review before reciting, finds favor with some good teachers.

PROGRAM FOR A SCHOOL OF SIX GRADES.

This program illustrates our plan of gradation as well as the utility of a Course of Instruction. It seeks to organize a school, in which all the common-school branches are taught, and which contains pupils of every age, from the child in school for the first time to those who are completing the Course, into six classes.

In such a school, there can be no less than twenty-five recitations, and in justice to all Grades there should be no more. No time is given in this model for general exercises, unless part of the time assigned to opening exercises can be taken. Occasionally an exercise may be given by using the time of some other recitation. During the time set apart for the Writing lesson, the teacher should be free from other work.

By referring to the section on History, page 46, the reader will see the peculiarities in the management of the recitations in History and Physiology. In the program but one recitation-period is assigned these branches. In schools where both are pursued, the teacher must make some special adjustment of the program in harmony with the views on page 46.

PROGRAM FOR A SCHOOL OF FIVE GRADES.

Many schools do not have all the Grades. Sometimes the Sixth is wanting and sometimes one of the other Grades is not represented. Often in Spring Terms there is not the full number of Grades.

For such schools a second form of program is given. It is arranged for a school having no Sixth Grade pupils. Wherever some other Grade is not represented, the teacher can re-arrange the model to suit the case in hand. The model shows how much can be done in a school having five Grades.

Rule XIII, page 12, requires that a written program "be placed where the pupils can see it." The program should be displayed in the school room, even if the pupils are familiar with its order. A neat program adds to the business-like appearance of the school room. It is a contract between the teacher and pupils on one part, and their duty on the other part.

PROGRAM FOR SIX GRADES.

8:30 TO 8:45.—OPENING AND GENERAL EXERCISES.

REC'TIONS REGIN.	FIRST GRADE.	SECOND GRADE.	THIRD GRADE.	FOURTH GRADE.	FIFTH GRADE.	SIXTH GRADE.
8:45						His. or Ph.
9:00	Reading.					
9:10		Reading.				
9:20			Reading.			
9:35				Reading.		
9:50					Grammar.	
10:05	Writing	Lesson	to all	Grades	fifteen	minutes.
			10:20—RECESS.—15 MINUTES.			
10:35	Numbers					
10:45		Numbers.				
10:55			Arithmetic			
11:10						Arithmetic
11:30				Arithmetic		
11:45					Arithmetic	
			NOON INTERMISSION.—ONE HOUR.			
1:00	Reading.					
1:10		Reading.				
1:20			Language.			
1:35				Language.		
1:50					Reading.	
2:10						Grammar.
			2:25—RECESS.—15 MINUTES.			
2:40	Orthog.					
2:47		Orthog.				
2:55				Geography		
3:10					Geography	
3:25			R'd. or Or.			
3:40				Spelling.		
3:50					Spelling.	Spelling
			4:00—CLOSING EXERCISES.			

PROGRAM FOR FIVE GRADES.

8:45 TO 9:00.—OPENING AND GENERAL EXERCISES.

RECITATIONS. BEGIN.	CLOSE	FIRST GRADE.	SECOND GRADE.	THIRD GRADE.	FOURTH GRADE.	FIFTH GRADE.
9:00	9:10	Reading.				
9:10	9:20		Reading.			
9:20	9:35			Reading.		
9:35	9:50				Reading.	
9:50	10:10					Grammar.
10:00	10:30	Writing	Lesson	to	all	Grades.
			10:30—RECESS.—15 MINUTES.			
10:45	10:55	Numbers.				
10:55	11:05		Arith.			
11:05	11:20			Arith.		
11:20	11:40				Arith.	
11:40	12 M.					Arith.
			NOON INTERMISSION.—ONE HOUR.			
1:00	1:10	Reading.				
1:10	1:20		Reading.			
1:20	1:35				Language.	
1:35	1:50					Reading.
1,50	2:05			G'y alt. Ph.		
2:05	2:15	Orthog.				
2:15	2:25		Language.			
			2:25—RECESS.—15 MINUTES.			
2:40	2:55				Geography.	
2.55	3:10					Geography.
3:10	3:25			Or. alt. L.		
3:25	3:30	Reading.				
3:30	3:35		Orthog.			
3:35	3:45				Spelling.	
3:45	3:55					Spelling.
			4:00—CLOSING EXERCISES.			

CHAPTER XX.

RECORDS OF THE TERM.—REGISTER.

The attentive reader has perhaps already discovered that the efforts to improve the schools are based upon two cardinal propositions:

1. To give the pupil *all* the knowledge intended for him in the best order.

2. To connect the work of successive terms upon a continuous plan.

To accomplish the first of these purposes, the Course of Instruction has been introduced with its accompanying scheme of classifying and grading.

To accomplish the second purpose a special set of Records has been devised, which will be explained in this chapter.

"The Course of Study (prescribed as a means of securing a practical elementary education) is not mastered in one year, hence the work of each year is not complete in itself, but is a part of a continuous advancement toward ultimate completion. This idea is not so well understood and appreciated in country schools as it should be."

In the elaboration of this thought, the Superintendent of Wayne County has, on former occasion, written as follows:

"Many disadvantages arise from the fact that no two terms, unless taught by the same teacher, have a continuous plan of work. Indeed teachers seldom have charge of the same school for more than one term, and each succeeding teacher labors in ignorance of the work of his predecessor, and without regard to the future study of the pupils. At present this is a great cause of imperfection in our country schools. The progress of pupils is interrupted or delayed, and the fruits of much good work are lost because of this want of connection between the several terms."

Formerly "when a teacher's work was done he was called to no account of his intellectual stewardship. Nothing was asked him concerning the scholarship or advancement of his classes. When he left the school, he left it as though there was never to be any more teaching there afterward. And his successor organized the next term very much as though there never had been any teaching there before. The incoming teacher entered upon the new term with no definite knowledge of what had been done previously; hence the work of the preceding teacher was not built upon. The new teacher spent a week or a month in finding out the condition of the school and then an equal length of time in correcting the blunders of this experimental period. Meantime he was liable to be baffled and misled by the forgetfulness of the pupils as to their advancement at the preceding term; the contrariety of their testimony as to the classification, methods and program of the former teachers; the desire on the part of some pupils to promote themselves (that is, join classes for which they are not prepared), or to evade studies which they do not delight to pursue, yet which may be proper and necessary for them.

"Hence the term was well advanced before he was able to do that which a roll of the classes and a statement of their work would have enabled him to do during the first day."

With these views of the condition and needs of country schools, steps have been taken to remove such defects and to make the pupil's progress continuous and systematic from the time he begins attending school until he has completed the Course.

The first provision to attain this end was the requirement of a special report from the teacher, to be filled at the close of the term, and left with the Trustee who was to hand it to the succeeding teacher at or before the beginning of the next term. To distinguish this report from others it was styled "Term Statement." It embraced a list of classes, of the text-books used in each, the pages at which the class began and closed the work of the term, together with such other information as may be necessary to explain the work; the name of each pupil, the date when he entered and when he left school, and the names or titles of the classes to which he belonged, together with such other information as might assist the teacher of the next term; and the program of the term closing.

In the annual report to the County Board of Education, May 1, 1876, the Superintendent said:

"I have often noticed the absence, in our District Schools, of any reliable record of the classes and instruction of one term, so prepared as to be transmitted to the next term; and I had observed, while a teacher in such schools, the evils flowing from such absence. Soon after entering upon the duties of this office, I began to consider plans for the remedying of this defect. Finally was prepared the Statement" explained above. "I can not pass this subject without expressing my earnest desire that Trustees render every assistance in their power to make this plan of recording the work of the term a permanent feature of our school management. I deem it the most valuable improvement which I have suggested, and 'the beginner of a better time' in the solid progress of our rural schools."

The Board that day endorsed the "Statement" and resolved to require it by contract. At subsequent meetings were adopted Rule XII, (given on page 12 of this MANUAL) and the clause in Contract on page 21.

A form of "Term Statement," printed for the schools of this County was used several years. In 1880, a Register was devised incorporating the features of the "Statement," and was introduced into the schools of this County; and is still used. See page 19.

This feature of school management is more important than many persons at first sight, think. It is of little benefit to labor for the promotion of pupils at the present term if such labor is not recognized and supplemented at the next term. It is not enough to grade a school one year; it must be kept graded. The importance of this subject will justify the space that is given to the following full explanation of the manner of using the adopted Register.

It is hoped that teachers will feel sufficient pride in their work and interest in their pupils' future welfare to induce them to make these records full and comprehensive.

USE OF BAKER'S GRADED DISTRICT-SCHOOL REGISTER.

AT OPENING OF EACH MONTH.

1. In recording pupils' names, ascertain what pupils are in the Sixth Grade and record their names first; then those in the Fifth Grade, and so on down in regular order. Leave a few lines between each grade, on which to record in their proper grades the names of pupils who may enter school after the beginning of the term.

2. Do not neglect to record after each pupil's name, the *grade* to which he belongs, in the column set apart for that purpose. Do this at each re-writing of the pupil's name.

3. Fill the blanks for date and teacher's name, each month.

4. The column headed *Spelling* is designed for the recording of the per cents. of the respective pupils, in that branch. When an examination in that branch has not been held during the month, estimates of standing from other data can be recorded in this column. So with the other branches and columns.

AT CLOSE OF TERM.

The teacher is required, at the close of the term, to fill six forms of blanks, found in the back part of the Register. Several copies of each form are bound in the Register. One copy is intended for each teacher through whose hands the Register passes. The first in each set of forms is to be used at the close of the first term; the second for the second term, and so on. You will select the pages that belong to your term, and apply the directions in this chapter. The manner of using the several forms, is explained in the following paragraphs:

1. "Term Report of Standing." The set of this form begins on the eighteenth leaf from the end of the book. It is prepared for the recording of the names of the pupils with the age and grade of each, together with the grade of each of his class. Also, some facts in regard to his attendance, etc., and any remarks or recommendations which may be needed to properly report his condition. If the pupil is pursuing any branches not named in this form, such facts can be recorded in the columns at the right of the column for Physiology. The names of the pupils should be grouped according to their grades—those of the Sixth Grade first, and so on down. A good part of this "Term Report" is similar to the "tally-sheet" illustrated on page 51; which see.

2. "Method of Grading and Schedule of Studies." The first copy of this form is found on the twelfth leaf, counting from the end of the book. In the first blank column and on the line with the name of the branch you will write the name of the text-book used in that branch. Following the line across, you will put, in the proper columns, the page at which the work of the term in that branch commenced, the page to which it advanced, and any remarks concerning the method of instruction, etc. The column "Methods of Instruction" should be filled with some approach to completeness. Teachers of experience speak of the information derived from this column as of great service in organizing the succeeding term.

This model shows the manner of filling the "Schedule of Studies:"

Branches.	Text-Books Used.	Commenced on Page.	Ended on Page.	Methods of Instruction.
Reading.....	*McGuffey's Fourth R.*	21	164	*Reviewed Diacrit. Marks.*
Spelling.....	*Swinton's Work-Book.*	1	37	
Writing.....	*Eclectic No. 3.*			
Arithmetic..	*White's Intermediate.*	80	196	*Examples on Board also.*
Geography..	*Eclectic Elementary.*	5	79	*Wayne Co., map of Ind.*
Language...	*Part II, "Exercises."*			*Followed the Course.*

3. "Teacher's School Report," found on eighth leaf from end. Your attention is called to the notes at the bottom of the page, especially to Note 3. In reporting your attendance at Township Institutes, write in the blank space below the lines for presence, the number of times absent and the causes.

4. "Daily Program of Recitations," will be found a few leaves further. Here you will copy your program. Be careful to date it.

5. "Records of Visits." It is supposed that visits have been recorded as they occurred, and therefore these blanks are already filled at the close of the term.

6. "Memoranda of Items interesting to Succeeding Teacher," completes the book. Under this head you will give any description of the manner of instruction or success of any class; work which should be undertaken next term; or any information concerning the pupil or school which you think will assist the next teacher.

FOR THE NEXT TEACHER.

A Register having been kept in the manner intended, is of value to the teacher of the succeeding term.

1. The Register of the school should be obtained by the teacher before the opening of the term, and carefully inspected.

2. Turn to the form entitled "Methods of Grading and Schedule of Studies." From this form can be learned:

a. The number of classes in each grade.

b. The text-book belonging to each class.

c. The ground over which each class passed during the previous term.

d. The point reached by each class at the close of the term.

e. Any peculiarities of the work which the previous teacher may see fit to record.

3. The program will show the order in which the classes recited.

4. Turning to the "Term Report of Standing," the teacher will find the pupils grouped into grades; and the classes to which each pupil belongs will be seen after his name.

5. Possessed of all this information—modified and explained by the "Memoranda"—the teacher can prepare for the first day, by making a program, a list of the pupils in each grade and class, and selecting the work to be assigned for the first few days to each class.

CHAPTER XXI.

GEOGRAPHY OF WAYNE COUNTY.

POSITION:—In the eastern tier of counties, about one-third of the distance from the Ohio river to the northern limit of the State.

FORM:—Nearly square, being 21¾ miles in the longest part, and 20 miles in the widest.

OUTLINE:—Regular, being formed by straight lines and right angles.

AREA:—About 400 square miles.

BOUNDARIES:—See county map of Indiana, in Complete Geography.

LAND SURFACE:—A rolling plain which gradually slopes from the northern boundary toward the west of south. General elevation in the northern part is 1200 feet above mean ocean tide at New York Harbor; the southern part, 900 feet. The relief is characterized by ridges between the water courses, and broad river-bottoms. In the southeast, some parts are quite broken and picturesque. West from the central part, the land is markedly level, and from this reason, and from abundance of walnut timber, that region is called the "Walnut Level." The Eastern Branch of Whitewater flows through a canon-like valley at Richmond.

WATERS:—The streams of Wayne County are all tributaries of the two branches of Whitewater river.

Eastern Branch:—Formed by East, Middle, and West Forks; flows through Wayne and Abington townships; receives Short creek, Elkhorn creek; Clear creek, Lick creek; flows through Union County and unites with the Western Branch at Brookville.

Western Branch:—Formed by Nettle creek and West river; flows through Jefferson, Jackson and Washington townships; receives Martindale's creek (+ Morgan's), Green's Fork, Noland's Fork (+ Buck run, Butler's run); Little Symonds creek, Symonds creek, Shaker run; flows into Fayette County, and unites with the Eastern Branch.

Many springs are found in Wayne County, and it is considered a well watered region.

CLIMATE:—Same as given for State of Indiana in Complete Geography. Prevailing winds, from northwest in winter, southwest in summer.

SOIL:—In river bottoms, mostly sandy loam, well suited for corn. In the uplands, mostly clay loam, suited for wheat and small grains. Clover and grass grow well in all parts. The blue grass is indigenous.

MINERALS:—Blue limestone for building purposes: lime; potter's clay.

VEGETATION:—*Natural*: The land was originally covered with heavy forests, chiefly of hard woods—beech, walnut, sugar-maple, oak, hickory, sycamore, elm, ash, and poplar. The pupils can be required to notice and name other trees, shrubs, herbs, etc., native to this County.

Cultivated: The pupils should be required to observe and make lists of cultivated trees, shrubs, herbs, plants, etc., and classify this kind of vegetation according to uses, as for food, ornament, etc.

ANIMALS:—1. Classified as *Wild* and *Domestic*. 2. The *Wild*, subclassified as *extinct* and *extant*. 3. The *Domestic* classified according to uses, as, assistance-rendering, food-producing, clothing-producing, etc. The greatest benefit can be derived from this part of the instruction, by requiring the pupils to observe and make lists in the above classes. Deer, bears, wolves, beavers, and perhaps buffalo and elk, are among the extinct animal inhabitants of this County. Turkeys, formerly abundant in a wild state, are rarely seen. Other wild animals are named in the Indiana department of the Complete Geography. In making lists of animals, attention can be called to their different orders,—beasts, (mammals), birds, reptiles, batrachians, fishes, insects, worms, mollusks, etc.

INHABITANTS:—*Population* in 1880, 38,614; now exceeds 40,000. In *Nationality*, the inhabitants of Wayne County are chiefly natives and descendants of natives of Ohio, North Carolina, Kentucky, Pennsylvania, and other States. Many are natives of foreign countries, mostly of Germany and Ireland.

OCCUPATIONS:—Agriculture, stock-raising, manufacturing, merchandising. Teachers can require pupils to prepare lists of branches of these, and names of other occupations.

PRODUCTIONS:—Pupils can be required to prepare lists of the productions of the County, in the several classes of natural, agricultural, manufactured, etc. The chief benefit will come from the pupil's search for the information needed in making these lists.

GOVERNMENT:—The laws are those of the State. County and Township officers should be named and duties described.

EDUCATION:—This County has its part of the General System of Education of the State. *Items:*—Richmond has nine school buildings. Ten large graded schools outside of Richmond. One hundred seven District Schools. Two hundred ten teachers employed. *Earlham College* near Richmond. *Normal School*, and a *Business College*, in Richmond. Two Orphans' Homes in Wayne Township.

TOWNSHIPS:—The fifteen townships of the County should be named, located and bounded; and the township in which the pupils live, studied according to the same topics here used for the County.

TOWNS:—Named and located, together with some facts in regard to their sizes, chief business, etc.

RAILROADS:—Names, connect what places, lengths in County.

ROADS:—Principal roads located, especially those in pupils' own vicinity.

HISTORY:—The first settlement was made in 1805, near Short creek. The County established by the Territorial Legislature, November 27, 1810, and officially organized, February 25, 1811. First county-seat(Salisbury) laid out in 1811. Centreville was laid out in 1814, Jacksonburg in 1815, Richmond 1816, Fountain City 1818, Milton 1824, Dublin 1830, Hagerstown 1832, Cambridge 1836, Germantown 1827, Economy 1825, Washington 1818. First school was taught in 1807, near Elkhorn creek. First church organized in 1807. County Seminary founded at Centreville 1827. Earlham College founded in 1847. National road opened in 1828. First railroad train arrived on March 18, 1853.

CHAPTER XXII.

ORAL PHYSIOLOGY.

The following references will assist teachers in preparing for the instruction in Physiology to the lower Grades as contemplated in the Course. See pages 32, 34, and 53.

Position of pupil: Eclectic Physiology, pages 21 and 22. Variety of position: Ogden's *Art of Teaching*, page 53. Sitting in draft, &c.: Ecl., pp. 41, 74; Swett's *Methods of Teaching*, pp. 34–38. Amount of work: Swett's *Methods*, p. 35. Times for Study: Swett's *Methods*, p. 37. Sports: Ecl., p. 41, note 8; *Art of Teaching*, p. 179. Light: Ecl., p. 126. Air: Ecl., pp. 41, 79, 85, 138. Clothing: Ecl., pp. 38, 40, 137. Hair: Ecl., p. 40. Teeth: Ecl., p. 44. Fingers: Ecl., p. 40. Bathing: Ecl., pp. 38, 137. Temperance: Ecl., pp. 51, 153–166. Contagious diseases, see paragraphs below. Rules of Health: Ecl., p. 143; Swett's *Methods*, pp. 23–38; Hewett's *Pedagogy*, pp. 99–106.

CONTAGIOUS AND INFECTIOUS DISEASES.

Contagious and infectious diseases, are diseases which a person may contract from one who has any of them, by touching him, by being near him, or near anything that has been near him; or, by being in any locality where the disease is prevailing. Small-pox, measles, scarlatina, diphtheria, cholera, and certain kinds of fevers, are diseases of these classes.

In a locality where there is an epidemic, one should live very temperately, but not stinting as to plain wholesome food; maintain a cheerful disposition; observe great cleanliness; seek fresh air; avoid becoming heated, catching cold, and the probable causes of the disease. During the prevalence of any such diseases, one can not be too careful to keep the air pure and fresh throughout the house. No one should, without necessity, go into a house where there is a person sick with an infectious or contagious disease, nor near those who nurse them. Do not eat in the sick room, and do not enter it with an empty stomach. The patient should be nursed faithfully, cheerfully, and without fear. When a person has once had measles, scarlet fever, or small-pox, it is very unlikely that he will contract the same disease a second time. He may, therefore, without any fear, do the work of a nurse; but he should live isolated, for, although he himself is not likely to contract the disease, yet he may communicate it to others. The nurse must live apart from other people, and stay out of schools and assemblies. It is the duty of all who live in the same house with the patient to do the same. The spreading of an epidemic could often be prevented, and thousands of lives saved, if those who become sick first were at once isolated. All cases of contagious and infectious disease should be reported at once to a physician.—*H. Kopp.*

"We study, not for school, but for life. We should pay the greatest attention to the study of hygiene, and should try to understand the laws of health, and apply them."

CHAPTER XXIII.

LISTS FOR SPELLING EXERCISES.

The following are the lists of words mentioned in Chapters XII and XIII. They were collected by pupils under the direction of W. F. L. Sanders, Superintendent of Cambridge City Public Schools:

FIRST YEAR.

A.—an, all, ax, and, Ann, ant, aunt, ape, air, are. **B.**—babe, bead, boat, ball, bin, bud, block, bird, bill, barn, black, bread, bed, bowl, bump, bone, brook, brine, broom, boot, Ben, book, bite, beet, bridge, boy, bit, bee, box, big, bench, bad, bib, burr, bub. **C.**—chair, cake, coal, could, cut, cat, cage, colt, cob, cart, coat, cow, cloud, chin, cent, corn, cup, child, cane, can, chip, clock, come, cold, caught, catch. **D.**—doll, dress, dog, dish, day, Dan, dime, dust, drake, duck, do, did, door, dirt. **E.**—egg, ear, eye, edge, eats. **F.**—field, fish, fox, fly, flea, fig, fan, father, Frank, foot, fork, frock, Fred, fence, fell, flag, face, fire, frog, flour. **G.**—grow, gun, ground, gum, girl, goose, gate, glove, green, glad, get, glass, grass. **H.**—hen, hand, head, hem, hat, horse, house, hut, hill, home, hood, hall, hit, hide, hop, help, hug, how, her, hoop, has, have. **I.**—ice, ink, is. **J.**—jar, jaw, jug, jump, John, James, Jane. **K.**—key, kit, keg, kite, knot, kind, know, knows, knife. **L.**—log, lip, lid, lad, lap, leg, line, lime, lock, latch, lard, long, less, little, lie, learn, large, look, likes. **M.**—mug, man, mat, mother, May, mud, mit, mad, my, much, make, mine, map, milk, meat, mill, made, mark. **N.**—nut, nap, net, nose, neck, name, night, no, not. **O.**—ox, owl, oar, oil, oak, one, on, old. **P.**—pig, paw, pan, pit, pet, play, peep, pin, pipe, pup, pen, pole, pile, page, patch, pump, please, pretty. **R.**—rug, rat, rib, rod, road, rock, ring, rose, rain, rap, rice, red, right, rides, read. **S.**—son, sky, sun, snake, straw, sow, star, store, stone, song, sand, swing, soap, salt, skate shawl, slate, street, snail, shelf, spot, spit, snow, stove, squash, school, sled, stick, sum, six, seven, small, should, some, sleeps, short, shall, sing, spring, sport. **T.**—tree, top, toy, tin, tail, tub, trap, tea, tar, toad, thread, tap, track, them, take, Tom, ten, tape, toe, three, two, they. **V.**—vat, very. **W.**—wall, wax, was, whip, worm, wing, web, way, wire, watch, water, well, wart, wood, were, weed, would, when, write, warm, wait, went, walks, where. **Y.**—yarn, yard.

SECOND YEAR.

A.—apple, ale, awl, about, asleep, always, away, afraid, after, another, alone, awake, any, almost. **B.**—beast, breast, beard, breeze, bank, bear, branch, brass, brush, beech, blaze, blade, blood, bean, bait, braid, bluff, breath, bell, board, block, bark, beef, brow, bale, bail, blaze, blow, bunch, bathe, birch, basket, build, both, bare, bushy, brave, buy, busy, because, break, been, bite, blossom, bring, but. **C.**—cuff, calf, cliff, Charles, class, chain, church, crutch, cream, cheese, clay, comb, chalk, crape, churn, clerk, cheek, cloth, card, crumb, cord, crack, cough, chill, claw, cot, chick, crow, cash, cur, cooking, cost, crib, crawl, counted, chased, choose. **D.**—deer, ditch, dream, dew, dwarf, dame, date, dray, dough, drum, dove, den, dot, desk, dusk, danger, done, driven. **E.**—eel, elm, earth, even, evening, else, every, each, eaten, easily. **F.**—fruit, fringe, fowl, floor, food, frost, flax, farm, flesh, foam, fife, fur, far, fog, flame, frame, friend, flock, fleece, feast, fierce, fresh, flower, finger, for, found, folks, flying, fair, fear, forget, fall, find. **G.**—grain, go, grate, grape, grease, goat, glue, gold, grave, great, going, growing, gentle, give, grumble. **H.**—hoof, heat, heap, half, hive, hail, heart, hearth, hearse, held, hawk, harm, hour, heard, hurt, heavy, here,

hear, Harry, hardly, hinder, hang, hold. **I.**—inch, into, infant. **J.**—juice, joint, jail, June, just. **K.**—kiss, Kate, kid, knee, knoll, knob, keel, kindness, kitchen, kept, keep. **L.**—leaf, loaf, limb, load, lass, lamb, lark, lead, light, lye, lot, land, laid, life, letter, lose, lazy, listen, leave, lie, (to *recline*). **M.**—muff, match, miss, moss, month, mouth, meal, mop, mule, malt, moon, mast, mask, March, morning, measure, marked, many, making, mean, moving, meant, might, minute, mail. **N.**—niece, naught, Ned, nag, nurse, noon, Nell, need, neat, near, nothing. **O.**—oats, only, over, older, oldest, obey, off, outside, oxen, ought, own. **P.**—proud, pail, pale, porch, pear, peach, paste, papa, plank, plate, purse, puss, pint, pork, prune, pool, pound, Paul, path, pea, pie, pillow, pity, played, push, picture, pencil. **Q.**—quilt, quill, quick. **R.**—roof, rim, rail, root, rake, rain, rise, run, roll, room, roost, round, ripe, romp, ready, ring, rude, rough. **S.**—shade, scar, say, strike, scarf, stair, shirt, slat, sole, steak, sleigh, sweat, speak, snuff, shore, see, send, seed, sob, sharp, slide, sunny, stream, sour, sweet, spool, starch, scrap, sleeve, smoke, sit, sleep, spoke, shell, stage, shop, sheet, shin, stain, shoe, stitch, stalk, splash, sell, stem, sheep, soon, says, sure, speck, strong, spotted, string, sister, sitting, stone. **T.**—time, twig, tooth, tuck, thumb, tongue, throat, trunk, trough, train, twine, tongs, tear, thin, thick, this, these, that, those, torn, to-day, twelve, talk, taste. **U.**—urn, ugly, under. **V.**—verse, veil, visit, voice, vine. **W.**—wife, wolf, wad, wave, whale, wool, wrist, wren, world, week, wheat, waist, window, wipe, weak, wrong, work, which, wear, whose, wrote. **Y.**—yes, yet, year.

THIRD YEAR.

A.—arrow, apron, Alice, acorn, Annie, August, April, animal, ail, answer, accident, ankle, aisle, active, afternoon, angry, able, ahead, alike, alive. **B.**—beam, bow, brain, bleed, basin, build, barley, butcher, book-case, burst, bridle, bushel, beauty, bough, blotter, buggy, banner, burner, brother, Bible, bracket, bucket, button, bottle, barrel, body, berry, baby, bonnet, busy, blind, bitter, bawl, best, better, blew, bare, beat, Blanche, breakfast, broth. **C.**—cider, country, carpet, cellar, cousin, cradle, cinder, cherry, candy, city, closet, corner, cattle, chicken, curtain, collar, cracker, cistern, candle, cabin, cooper, copper, coffin, coffee, cotton, cottage, chapter, comma, corn-stalk, china, circus, custard, clef, counter, county, careless, careful, coarse, course, coin, clear, certain, curious, calmly, company, Christmas, coward, changed, carriage, ceiling, chimney, clothes, crush, courage, color, choose, cough, choir, center. **D.**—dipper, drawer, daisy, daylight, doctor, darkness, dinner, dollar, dig, dozen, drummer, dreadful, dusty, deck. **E.**—elf, earn, engine, eagle, elbow, Ella, eighteen, eighty, either, event, empty, easy, eight, excuse, errand, expense, expect, escapes, enough, exercises. **F.**—figure, feather, Fanny, flannel, Friday, fiddle, fourteen, fifteen, fight, feel, forty, fifty, fodder, fair, frozen, fourth, finny, funny, free, fair, fang, flue, fir, friz, flash. **G.**—globe, guest, grace, gin, gutter, grocer, gimlet, garret, goblet, garden, grater, griddle, gallon, ginger, gosling, grassy, groan, grown, greedy, gait, grazing, guide, gnaw, gather, grind. **H.**—handle, hatchet, hunter, hotel, handful, hundred, hammer, hornet, honey, halter, hear, heavy, heel, hungry, health, hub, hare. **I.**—insect, illness, idle, idol, itself, intend. **J.**—jacket, jingle, jolly, July. **K.**—kettle, kitten, kindling, knock, knit, kneel. **L.**—ladder, ladle, lemon, lantern, lady, lily, leather, lesson, lion, lazy, least, lively, lucky, lend, lain, lay, lead, laughed. **M.**—mitten, marble, mirror, mamma, market, monkey, Mary, Monday, maple, minnow, milkman, muslin, meadow, mattress, merry, mellow, middle.

[NOTE:—These lists were collected by requesting pupils to notice the words in their own conversations, and bring them to the class. Pupils will be benefited if required to complete this list. In the Fourth Year, pupils can make an entire list, and of words a grade more difficult.]

Part III.—Miscellaneous.

CHAPTER XXIV.

ADDRESS TO THE PATRONS.

The reader of this pamphlet has observed that Part I relates principally to the duties of the various officers in the school system, together with the transactions of the Board of Education of this County; and that Part II is devoted to the consideration of the instruction of the schools. Part I is serviceable chiefly to school officers, and Part II is of greatest interest to teachers and pupils.

This Part, styled "Miscellaneous," will contain matters more directly interesting to patrons and citizens.

It will not be out of place to open such a Part with an attempt to explain several matters to patrons. Following as this Part does immediately after a presentation of the Course of Instruction, it will be accepted as appropriate that its first chapter should have much to say about the Course.

In attempting to give a clear understanding of the importance and proper service of the Course of Instruction, some account of the efforts to improve the schools in recent years, should be given first.

The efforts here referred to have had for their ruling thought, the purpose of producing uniformity, similarity, and permanency in the school work of the county: that is, uniformity in practices, similarity in facilities, and permanency in purposes.

The great fact that the school system, like all institutions of government and society, is subject to growth, has been recognized, and an attempt made to discover the present needs to securing growth in the proper direction. The needs discovered and the aims selected are presented in the following paragraphs:

1. *To define the scope of the work to be done in our common schools*, was the first great aim. The statute merely names the branches, but the details are left to be determined by the officers and teachers in each locality. In the attempt to define the scope, two purposes were kept constantly in view: (1) to give all the instruction intended to each child; (2) to give it in proper order. The Course of Instruction is one result of labor in this field.

2. The second aim was *to connect the work of successive terms.* An education—even elementary—is the result of connected and supplementary labors. It is an intellectual structure whose parts are interdependent

and mutually supporting. All the parts can not be acquired at one term, nor, out of their natural and related order; hence the necessity of a permanent plan for all the terms, just as in the erection of a house the various parts must fit properly, and all the constructors—stone-masons, bricklayers, carpenters, painters,—must conform to one plan.

The Course of Instruction produced under the first aim, is one means of securing this second aim. The particular forms of register and term records, are other means.

3. The third great aim was *to produce similarity in all the schools.* To accomplish this end, there must be not only the same scope of instruction attempted, but the books in the hands of the pupils must be the same kinds, and the apparatus and other appliances must be alike. Efforts by proper authority, have been directed to these objects, as is seen by reference to Chapters V and VI. This aim has been the guiding thought in the school visiting and in the transactions of the various Institutes. Attention has been given to the dissemination of information upon helpful and approved methods of imparting instruction and managing schools, to the end that the schools might be "increased in usefulness and elevated to the standard of the best."

GRADING IN DISTRICT SCHOOLS.

This is a subject upon which there has been much discussion and occasionally doubt as to its feasibility or benefit. It was brought to the general attention of the educational public about 1873, and for several years following there was more or less of experiment in this direction. The following paragraphs on this subject are principally from the Manual of 1880.

Efforts to systemize the instruction and classify the pupils in District Schools have received considerable attention in recent years. These efforts have generally been called "Grading." They can best be described by answering three questions:

1. *What is the object?* The chief object is to see that every pupil obtains the full amount of his dues in the way of instruction. The movement has its origin in a desire to afford each child full opportunity to obtain that knowledge or training which he has a right to expect from schools established by the laws of the State and maintained by the people of the State. And it proceeds in the belief that the school can best accomplish its task by having the pupils' work systematically arranged.

2. *What is the necessity for such efforts?* The previous incomplete results of a child's training in District Schools. Pupils have been allowed to pass through school, giving attention to but few branches, and neglecting others equally important, thereby wasting some of their time, which could have been profitably spent on a wider range of studies.

Often a sufficient number of studies are pursued, but some were not commenced at proper times or have not received proper attention, and as a result the pupil is not correspondingly advanced in all his studies.

Sometimes it has been the case that pupils in these schools are re-

quired to study the same parts of the same branches year after year, until all ambition is dead, and no effort is made to advance in knowledge.

On the other hand, pupils not entitled to promotion are promoted, not from any evidences of scholarship, but at the importunity of the child, the whim of the parent, when the book is worn out or lost, or when the teacher, with his inexperience, desires to appear as making progress.

Many pupils are "uneven" in their studies, having been advanced rapidly in some studies while in others they have made slow progress.

Two great wrongs are done to the child by allowing these systemless ways to control his career: 1. He does not acquire all the knowledge intended for him. 2. What he does acquire is not received in a harmonious manner, observing symmetrical development, and hence is not possessed by him in the most useful form.

The law of our common school system prescribes to be taught in school certain branches of learning. It is fair to suppose that these branches constitute a somewhat complete course of elementary education, and are the foundation at once for future study and for practical life;—in other words, the knowledge needed by every citizen and which every child has a right to receive from the schools of the State. Yet many children in District Schools obtain a knowledge of but four of the eight branches prescribed, and often only an imperfect knowledge at that.

Irregular attendance, want of proper text books, lack of interest and sympathy at home, have contributed much to bring about this state of affairs. But they have not caused it all. Inexperience in the teacher, neglect on the part of officers, and more than all, lack of comprehension of the purpose of the school on the part of all concerned in it, must bear the greater part of the blame. It is just here that the efforts to correct these evils must begin. The purpose of the school must be set forth, its work must be defined and marked out.

3. *What is the method of remedy?* In the words of the U. S. Commissioner of Education, "the efficiency of these schools would be greatly increased by proper attention to the *order* and *continuity* of studies." The several branches of study hold to each other a co-relation, and should be pursued in some cases side by side, and in others, preceding or succeeding; always according to their relation to one another. For instance, a child will not pursue reading long before he will have a need of a knowledge of numbers. Soon after he acquires a knowledge of numbers he will find the necessity to write, and so on.

If a knowledge of all the branches should be obtained, it must be admitted that there is an advantage to be derived from recognizing their relation to each other and from pursuing them in accordance with such relation. Hence, a course, or arranged plan of study, becomes the most important factor in any attempt for the improvement of rural schools. It is at once the foundation and keystone of the new structure.

A uniformity in text-books is an important preliminary to the successful introduction of gradation. Another assistant in this movement, is a form of record by which the classification of the school can be held together from term to term. Properly devised registers would do this for they would show the standing of each pupil, they would disclose to the

new teacher what pupils are deserting studies which are not their favorites, and also, what pupils have undertaken to promote themselves.

If these records are prepared in a manner to be preserved through a series of years, their usefulness will be increased, for they will then assist in making the pupils' progress continuous and systematic from the time he begins attending school until he has completed the Course.

To secure the commencement of studies at their proper times; their successful prosecution; and the ultimate mastery of all the branches, is the spirit and purpose of Grading. Grading is the dividing of the pupils' work into steps or degrees, with the expectation that the ground of one division shall be covered before the conquest of the next is undertaken. In short, the "Gradation of Rural Schools" is but the practical application of a Course of Instruction to the daily work of a District School—the systematic, persistent following of a wisely devised course.

UTILITY OF THE COURSE OF INSTRUCTION.

The importance of a detailed statement of the instruction, as a guide in the attempt to improve the schools, was early recognized. Chapter IX, page 23, gives an account of the origin and growth of the Course in this County.

The present stage was reached by slow degrees. A temporary and experimental Course had to be adopted and modified as the work of grading progressed. The Course now adopted in this county is the result of ten years' experience with such a guide, and of several terms of direct experiment on the details now presented.

Your attention is respectfully asked to the Explanation of the Revised and Adopted Course, given in Chapters XI to XVI inclusive, in this MANUAL.

The purpose of a Course of Instruction, is to point out to teachers, pupils and parents, what is to be done at various times in the several branches, and to make the child's career at school continuous and progressive until the complete acquisition of what is intended for him. Thoroughness is the policy, and the best way to be thorough in acquiring an education is to "finish as you go." To secure this completeness and thoroughness, the instruction which the child is to receive has been arranged in six convenient divisions, or stages. The divisions are called in school-room phrase, "Grades," and the explanation of each Grade occupies a chapter, beginning with the XIth, on page 27.

At the beginning of every one of those six chapters, is a brief synopsis of the work intended for the Grade discussed in that chapter. Patrons who do not care to peruse all the details concerning the instruction in the several branches, can obtain an idea of the work embraced, by reading those opening paragraphs.

Teachers are required by Rule X of the Code (page 12) to "classify the pupils according to their advancement, as indicated in the Course of Instruction; all promotions and formations to be in harmony with this Course."

That a regular scheme of classification and method of advancement is

needed in our Country Schools, will be admitted by all who are familiar with their condition.

Among the reasons for conforming to a Course of Instruction, are the following:

1. It divides the pupil's progress into successive steps easily understood, thus presenting more frequent inducements for continued diligence. The pupil feels that if he may not complete the Course, he can finish a Grade.

2. It stimulates a desire for advancement, by showing in an intelligible way how progress can be made. It will inspire the pupil with a hope of accomplishing something, and of receiving finally a reward for his time and labor; at least he may not expect to be placed at the "first of the book" at the opening of each successive school year.

3. It shows what subjects should be completed before others are commenced. It will instill into the minds of children the necessity and advantages of order in study; and they will be led to see that method and order should govern them in all their labors.

4. It decides what branches a pupil shall study, and when he shall begin a given branch, thus indicating the time when, in accordance with the pupil's development and proficiency, the various studies should be commenced.

5. It has an influence in securing the symmetrical development of the mind, by calling attention to the relation of the several studies to each other.

6. It shows the teacher what is wanting in his own plans, and prevents the neglect of any branch. It checks any tendency to dwell upon hobbies, and demands attention to less admired topics, thus giving the pupils the advantage of equalized instruction in branches pursued.

7. It economizes the pupil's time; for by lessening the number of scattered classes the teacher is enabled to give more attention to each recitation; and, by having more pupils on the same lesson, their interest is increased, and benefit is derived by a greater number. The individual pupil is benefited as he is enabled to accomplish more in the various branches, during the brief time in which he attends the District School.

8. It will save the time of teachers, thus enabling them to do more and better work in a given period.

9. It will tend to place the little ones beginning school life, upon a line of study, which is so ample, well devised, and clearly defined, that, if successfully completed, will prove eminently satisfactory to both parent and pupil.

10. It will tend to lengthen and render more stable the term of teachers' employment. A good, thorough, prudent teacher will find his efforts more and more appreciated by a community, as they see all these benefits resulting from his painstaking administration, and the desire for change will correspondingly diminish.

11. If the reasons enumerated be true, the public fund so lavishly provided by the State for school purposes, will be so applied as to more nearly accomplish its mission.

12. The general following of a Course of Instruction will place the

pupils of all the schools on an equality, and enable teachers and pupils who remove from one district to another to find a similarity in the work and advantages in all the schools.

It is desired that you will compare your children's positions in their studies with the Course as explained in this MANUAL, and confer with their teachers upon plans to improve their standing. See pages 28 and 29.

The success attending the introduction of a systematic Course, and the advantages derived therefrom, will depend largely upon the support, in kind and quantity, which the teachers shall receive from patrons. Your attention is therefore earnestly asked to the consideration of some obstacles to the successful working of the schools, with the hope that your assistance will be had in the attempt to remove them.

OBSTACLES.

IRREGULARITY IN ATTENDANCE.—This is the great obstacle to the proper schooling of children. To give a better comprehension of the extent of this evil, a few figures may be presented:

SCHOOL YEAR 1883–84.

No. of pupils admitted to township schools.....3,742.
Average daily attendance.....2,524.
Length of school in days (average)..... 130.

It is seen that in the country schools, only 2,524, or 68 per cent. of the 3,742 whose names had been enrolled as admitted to schools, were present on the average daily.

This is but another way of saying that the children admitted were present little over half the time school was in session. The average length of school in the townships was 130 days. Sixty-eight per cent. of this number is 88. Most children commence attending school in their seventh year, and quit by the time they are fifteen. If, during these eight years, they attend school for only 88 days each year, their whole amount of schooling will aggregate *less than two years*. This little amount of time spent in preparation for the duties and responsibilities of a lifetime, is certainly meagre enough to suit the most limited and economical view of the necessity of education.

The discouraging effect upon the child is sufficient argument against interrupted attendance. The unavoidable hindrances arising from sickness and severe weather are so frequent in the country, that it is hoped parents will endeavor to let no avoidable circumstances interefere with the children's enjoyment of their privileges to the fullest extent.

TARDINESS is an evil akin to the one already mentioned, and second thereto in bad effects upon the schools. It is sometimes the result of thoughtlessness on the part of parents. Irregularity in this particular disturbs the school already assembled and at work; is humiliating to the tardy children; and often deprives them of needed time for study, or from being with their classes during recitation. The most serious objection to tardiness is its tendency to prevent the formation of prompt and business-like habits, inculcating carelessness and indifference instead.

OTHER TOPICS.

PROMOTIONS.—Estimates of the time required to complete the work of the several Grades, have been given in the foregoing Explanation. It must not be inferred therefrom that mere lapse of time entitles a pupil to advancement. These estimates are made on the assumption that the pupil is not only regular in attendance, but does each month's work in a satisfactory manner. Real achievements, and not simple presence at school, qualify for advancement.

In determining proficiency, the teachers are advised to employ examinations—written, for higher grades. These exercises should be given not merely to ascertain how much the children remember of what has been taught them, but because they afford discipline of a character extremely valuable. Ability to give expression in clear and concise language, is the best proof of knowledge of a subject.

Upon questions of promotion the teacher must be the judge. It is sincerely hoped that in all conscientious decisions and rightful requirements teachers will receive the support of patrons.

GRADUATION.—The extent of instruction being defined, there naturally followed a proper end or completion of the work marked out. It was believed that great benefit would come in many ways, by making this ending an honorable object in the minds of the pupils. The commendatory recognition of creditable completion of the line of study prescribed, would be an incentive to diligence, the influence of which would be felt in other classes as well as the one immediately interested. Chapter XVII.

TEXT-BOOKS.—Uniformity is essential for many reasons, some of which are mentioned in Chapter V. Another reason is that without uniformity in books proper classification can not be had. A diversity multiplies classes, consumes time, and delays progress. An authorized list is valuable, even if not in uniform use throughout the County, as such a list is of great service is settling questions in separate districts, by affording an appeal to a standard remote from local bias or local suspicion. The law makes it the duty of the County Board of Education to designate the books to be used, and to regulate their introduction.

The Board in this County has endeavored to discharge that duty to the best advantage of the people. The policy of the school officers has been to use all moderation. In this matter as in many others, they have sought to reach radical ends by conservative steps. First the requirement was that the books of the class should be made uniform, and wherever diversity existed, uniformity should be effected by the introduction of the authorized books. Then the school should be made to conform to the standard; and later, the whole county should come to a uniformity, thus making the using of a uniform Course of Instruction possible and successful. This subject is fully discussed in Chapter V, which the reader is requested to examine.

Your visits to the schools are welcome and desired. Nothing will be required of your children that is not intended for their own good or for the good of the school as a whole. Little or no trouble is experienced with the children of those who co-operate with the teacher.

CHAPTER XXV.

ENUMERATION AND TRANSFERS.

The enumeration forms the basis for the distribution of certain school revenues. It is incidentally an authority in deciding in what school the enumerated persons have privileges. Section 4472 reads as follows (the parts omitted relate to matters of form, important only to Trustees, and for which the statute itself can be consulted):

"The Trustees shall, between the first of March and the first of May in each year, make an enumeration of the children, white and colored, within their respective townships, towns and cities, between the ages of six and twenty-one years, exclusive of married persons; * * * * and shall list the names of parents, guardians, or heads of families, male and female, having charge of such children; and opposite each name, in appropriate columns, shall be entered the whole number of children in charge of the person so named, specifying * * * the number of the school to which such person is attached for school purposes, * * * including in said list and enumeration the names of such persons as have been transferred to his township, town, or city, from other townships, towns, or cities, and the enumeration of their children, and excluding therefrom the names and number of children of such persons as have been transferred from his township, town, or city, to other townships, towns, or cities. Each Township Trustee, upon making the first enumeration after the taking effect of this Act, shall inquire of each person whose name he so lists, to which school he or she desires to be attached; and such persons, upon making their selection, shall be considered as forming the school district of the school selected, and none shall be allowed thereafter to attach themselves to, or have the privilege of, any other school but by the consent of the Trustee, for good cause shown. At subsequent enumerations, the same inquiry shall be made by the Trustee of the parent, guardian, or head of family, having charge of children between the ages aforesaid, whose residence has been changed, or whose children have become subject to be enumerated for the first time since the last enumeration. In case a change in the location of a school in the township has been made since the last enumeration, the Trustee shall make the same inquiry of the persons whose school privileges are affected by such change. But such inquiries need not be made by the Trustees of incorporated towns and cities when they take their enumerations."

COMMENTS.

All children, between the ages specified, who have their homes within the corporation, should be enumerated.

While this section declares that the privileges of the school shall be limited to such persons as were attached to the school at the time of the enumeration, it must not be so construed as to exclude persons who move into the township after the enumeration has been taken. Their privileges

would be in the nearest school. But if any question should arise as to which school such persons should attend, they can apply to the Township Trustee and have their right in some one school confirmed by him. However, the Trustee can not transfer them to another corporation, except at the time for taking the enumeration.

The erroneous omission of a parent's name from the list, does not deprive his children of the school privileges. An illegal enumeration of a non-resident does not confer the right to attend school. A person can not have school privileges in two places. His privileges are in the district where he resides unless he is legally attached to another, or properly transferred to another corporation. Children becoming six years of age after the enumeration acquire right to attend school.

TRANSFERS.

"When persons can be better accommodated at the school of an adjoining township, or of any incorporated town or city, the Trustee of the township, town, or city in which such persons reside shall, if such persons so request, at the time of making the enumeration, transfer them, for educational purposes, to such township, town, or city, and notify the Trustee of such transfer; which notice shall furnish the enumeration of the children so transferred. Each Trustee shall, with his report of the enumeration, report distinctly the persons transferred to his township, town, or city, for school purposes; indicating in said report the number of children in charge of the persons transferred, with the same particularity that is observed in the enumeration."—§4473, R. S.

COMMENTS.

1. A transfer can be effected only at the time of taking the enumeration, which is between the first day of March and the last day of April.

2. A person desiring a transfer must apply for such transfer to the Trustee of the school corporation in which he resides.

3. It must appear that the person desiring the transfer "can be better accommodated" in the school corporation to which he desires transfer.

4. The right to be transferred is not absolute, depending upon the choice of the citizen. It can only be claimed if he "can be better accommodated" by such transfer, and the power of the Trustee to make the transfer depends upon the existence of that condition. Of necessity, then, he must determine whether or not the condition exists, and act upon such determination. But his decision is not final. Section 4537 provides for an appeal to the County Superintendent.—26 Ind. 345.

5. Transfers to an adjoining county are discussed in Smart's *Commentary*, Chapter XXI.

TRUSTEES' DUTIES.

6. The Trustee, having determined to grant a transfer, should make such decision a matter of record, setting forth the reason for granting the transfer; he should give the transferred person a certificate of his

decision; and should send to the Trustee of the corporation to which the transfer is made, a statement of such transfer, together with the enumeration of the person so transferred.

7. The Trustee making the transfer should send notice thereof to the Trustee to whose corporation the transfer was made, as soon as possible, in order that the receiving Trustee may include the transferred person in his enumeration.

8. The Trustee receiving the notice should make a record of the same in his record-book.

THE EFFECT OF A TRANSFER.

9. Besides admitting the children of the transferred person to the schools of the desired corporation, a transfer has the effect to make the property of the transferred person in the corporation where he resides subject to school taxes in the corporation to which he is transferred, and exempts it from such taxes in the corporation in which it is situated. For example: A person residing in the rural part of Wayne township is transferred to the city of Richmond. His property is taxed according to the levy of the city of Richmond for the benefit of the school funds of the city, and is exempted from the school taxes of the township.

10. A transfer remains in force until that person is re-transferred.

11. A parent can not transfer part of his family and not the others. A transfer must transfer the parent with his property.

12. The Trustee making the transfer has no authority over the continuance of the transfer. He can not release the transferred persons from their connection with the other corporation, or re-transfer them to his own corporation.

13. The Trustee of the corporation to which a transfer is desired, has no power to make the transfer. The transferring can be done only by the Trustee of the corporation in which the applicant resides.

THE RE-TRANSFER.

14. As has been said, the transfer to a school corporation is made by the Trustee of the corporation in which the person desiring transfer resides. A re-transfer can be made only by the Trustee or School Board of the corporation to which the transfer was made. For instance, a person residing in the rural part of Wayne township, desiring to be transferred to the city of Richmond, must make application to the Trustee of Wayne township and be by him transferred to the city. If afterward he desires to sever his connection with the city and resume his privileges in the schools of the township, he must make application for a re-transfer to the School Trustees of the city. If they grant his request, they must notify the Trustee of the township, of the re-transferring, and thereafter omit his name in their list of transferred persons reported for taxation.

15. The cause for transfer having ceased, the transferred person has good claim for a re-transfer. But he must make application to the School Board of the city, and have his release properly recorded and reported to the Trustee of the township in which he resides.

CHAPTER XXVI.

THE SCHOOL DISTRICT.

Section 4438 of the School Law of Indiana declares that each civil township and each incorporated town or city in the several counties of the State, is a distinct municipal corporation for school purposes.

The township is thus made one of the units in our school system. The officer of the township takes charge of the educational affairs of the township, employs teachers, establishes schools, builds and furnishes school-houses (§4444); levies taxes upon the whole township (§4467); receives and expends the school revenues of the township (§4441), and enumerates the school population of the township (§4472).

The District is not a corporation exercising any of these functions within and for itself.

WHAT CONSTITUTES A SCHOOL DISTRICT?

Section 4472 provides for the listing of names of parents, guardians, or heads of families, male and female, having charge of children of school age, and further provides for their selecting a school, and then declares that "*such persons*, upon making their selection, *shall be considered as forming the school district of the school selected.*" This part of Section 4472 is given in full on page 72, beginning at the twentieth line.

The School District can not be bounded by geographical lines like a township or county. Take five farms for example, lying in such position that four of them completely surround the fifth, and under our laws, it might be that the dwellers on the four surrounding farms all belong to one school district, and the dweller on the surrounded farm not belong to such district because he had selected another school, at the time of taking the first enumeration. A parent may belong to one district, one year, and without change of residence, be transferred, the next year, to another district or even another corporation.

Hence the proper answer to the question would be, that a School District is an association of the persons directly interested in the school, (that is, have children to send to such school). In other words, the District is the persons who legally have school privileges in the particular school.

SCHOOL MEETINGS.

The persons composing a School District shall meet annually on the first Saturday in October, and elect one of their number Director of their school. §4498.

Other meetings may be held, at any time, upon the call of the Director or five voters. Five days' notice shall be given of such meeting, by posting notices in five public places in the vicinity; but no meeting shall be illegal for want of such notice, in the absence of fraud, and the legality of such proceedings, if called in question, shall be determined by

the Trustee of the township, subject to appeal to the County Superintendent. §4499. Notice of the annual school meeting should be given as prescribed for other school meetings.

POWERS OF SCHOOL MEETINGS.

Such school meetings shall have power (1) to determine what branches, in addition to those mentioned in section 4425 (viz: orthography, reading, writing, arithmetic, geography, English grammar, physiology and history of the United States), they desire shall be taught in such school, (2) and the time at which such school shall be taught. * * Such school meetings shall likewise have power (3) to fill vacancies that may occur in the office of Director, (4) to direct such repairs as they may deem necessary in their school-house, (5) to petition the Township Trustee for the removal of their school-house to a more convenient location, for the erection of a new one or the sale of an old one and the lands belonging thereto, and upon any other subject connected therewith. §4499.

When meetings petition in regard to repairs, etc., they shall furnish the Trustee an estimate of the probable cost of such repairs, etc. §4500.

School meetings may notify the Trustee that they do not want a certain teacher employed; and "the Trustee shall not employ any teacher whom a majority of those entitled to vote at school meetings have decided, at any regular school meeting, they do not wish employed." §4501.

This notification, however, must be given *before* the Trustee has signed a contract with the teacher.—Smart's *Commentary*, page 136.

WHO ARE ENTITLED TO VOTE?

Qualification to vote at school meetings is not regulated or limited by qualifications to vote at State and township elections. Section 4499 says: "At such meetings all tax-payers of the district shall be entitled to vote, except married women and minors."

The answer to the question will be found in the interpretation of the phrase, "of the district." By Section 4472 it appears that *persons* listed in the enumeration and attached to the school "shall be considered as forming the school district of the school selected." Section 4502 also speaks "the persons attached to and forming a school district."

Hence, all tax-payers, male or female, except married women and minors, who have been listed in the enumeration as parents, guardians or heads of families having charge of children of school age, and attached to the school concerning which the meeting is being held, are the voters.

Stated negatively: Persons who do not have charge of children of school age, are not listed in the enumeration, and consequently are not considered as helping to form the district, and are not entitled to vote.

A parent who removes into a district after the time of enumeration, with the intention of residing there, acquires all privileges in connection with the school of such district, and forfeits them in the district from which he removed.

Before the holding of a school meeting, the Director should procure from the Trustee, a list of the members of the district. Such list should

comprise the names of all parents, guardians and heads of families listed in the last preceding enumeration and attached to such school, omitting the names of parents, &c., who have moved from the district since the taking of that enumeration; and including in such list the names of any parents, &c., who have moved into the near vicinity and acquired privileges in the school.

SELECTION OF TEACHERS.

"School meetings are not authorized to designate or employ Teachers, or determine the wages at which they shall be employed."

The power of school meetings to designate the teacher, was repealed by act of March 8, 1873. Since that time the responsibility of selection has devolved upon the Trustee. §4444.

DISMISSAL OF TEACHERS.

If, at any time after the commencement of any school, a majority of the patrons entitled to vote at school meetings, petition the Trustee that they wish the teacher thereof dismissed, the Trustee may dismiss such teacher, but only upon due notice, and upon good cause shown. §4501.

The Trustee should investigate the truth or falsity of the matter alleged for the dismissal. He should cause both accusers and teacher to appear before him, when he should hear the testimony pro and con. Notice in writing of the pendency of such petition, together with the nature of the charges, time and place of hearing, should be served on the teacher at least three days before the time set for hearing.

To forbid the employment of a teacher, or to petition for the dismissal of one already teaching, requires a majority of the patrons in the district, not merely a majority of those present at a meeting.

RIGHTS OF OTHER TAX-PAYERS.

From what has been said, it is seen that the School District with its meeting is but an instrumentality by which the patrons directly interested in the school, make known their wishes concerning its affairs.

Have tax-payers who have no children of school age, but whose means contribute to the support of the school, any voice concerning the expenditures of the District?

Yes. The expenses of a school are not borne by the tax-payers who reside nearest the school, alone, but by the township at large. Such persons, together with all tax-payers of the township, have the right to remonstrate against any outlay petitioned for by the members of a District.

The Township Trustee, who is the agent of the whole township, is not bound by the action of the District; and he can exercise discretion as to the expediency of the proposed expenditure. §4499.

It is thus that *their* wishes can be made known. To allow persons not directly interested in a school to participate in a meeting called for the purpose of ascertaining the wish of those interested, and by participating to neutralize the expression of such wish, would be an inconsistency readily seen.

CHAPTER XXVII.

DISTRICT DIRECTOR.

Section 4498. The voters shall meet, annually, on the first Saturday in October, and elect one of their number Director of such school; who shall, before entering upon duty, take an oath faithfully to discharge the same. The Director so elected shall, within ten days after said election, notify the Trustee of his election; and, in case of failure to elect, the Trustee shall forthwith appoint a Director of said school. But any Director so appointed may be removed, upon a petition of three-fourths of the persons attached to said school who are entitled to vote at school meetings.

Section 4503. The Director of each school shall preside at all meetings of the inhabitants connected therewith, and record their proceedings. He shall also act as the organ of communication between the inhabitants and the Township Trustee.

Section 4504. He shall take charge of the school-house and the property belonging thereto, under the general order and concurrence of the Trustee, and preserve the same; and shall make all temporary repairs of the school-house, furniture, and fixtures, and provide the necessary fuel for the school, reporting the cost thereof to the Trustee for payment.

Section 4505. He shall visit and inspect the school, from time to time, and, when necessary, may exclude any refractory pupil therefrom; but the exclusion of any pupil from the school for disorderly conduct shall not extend beyond the current term, and may be, in the discretion of the Director, for a shorter period.

Section 4506. The decision of the Director in excluding a pupil shall be subject to appeal to the Township Trustee, whose decision shall be final.

COMMENTS.

1. Voters at school meetings, defined in Chapter XXVI. Transferred persons vote in the district to which they are attached. Women, who are listed as parents, guardians or heads of families, attached to the district, have the same rights in the school meeting as men who are so listed. Such women are eligible to election as Director.

Section 4499 provides for filling vacancies in the office of Director.

2. In the absence of the Director, any voter may preside and perform *pro tem.* the duties of Director.

3. No important or expensive repairs should be undertaken except by direction and with concurrence of the Trustee.

4. See Rules XXIV and XXV, page 13. Section 4505 is not understood to give the Director authority to prescribe to the teacher methods of instruction or government.

5. The parent or guardian or the pupil himself may appeal. The teacher or any patron may appeal from the Director's decision refusing to exclude a refractory pupil.

CHAPTER XXVIII.

EXAMINATION OF TEACHERS.

Licenses to teach are granted by the Superintendent of each county, under authority of Section 4425, which reads as follows:

1. *Manner of Examining.*—Said County Superintendent shall examine all applicants for license as teachers for the common schools of the State by a series of written or printed questions, requiring answers in writing, and in addition to the said questions and answers in writing, questions may be asked and answered orally.

2. *Branches; Length of License.*—And if from the ratio of correct answers, and other evidences disclosed by the examination, the applicant is found to possess a knowledge which is sufficient in the estimation of the County Superintendent to enable said applicant successfully to teach in the common schools of the State, Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, Physiology, and the History of the United States, and to govern such school, said County Superintendent shall license said applicant for the term of six months, twelve months, twenty-four months, or thirty-six months, according to the ratio of correct answers, and other evidences of qualification, given upon said examinations, the standard of which shall be fixed by the County Superintendent.

3. *Teachers in Graded Schools.*—And in examining persons for positions to teach in graded schools in cities and towns, the County Superintendent may take into consideration the special fitness of such applicants to perform the services required of them, and shall make on the licenses issued to such applicants a statement of the kind of work for which they are especially qualified.

4. *Evidence of Character.*—And all applicants before being licensed, shall produce to the County Superintendent the proper Trustee's certficate or other satisfactory evidence of good moral character.

5. *But One Six Months License.*—A six months license shall be regarded as a trial license, and no person who hereafter receives a six months license in any county, shall be again thereafter licensed in said county unless he obtains a grade which shall entitle him to receive at least a twelve months license.

6. *Professional License.*—Any person now [June 10, 1883,] possessing a twenty-four months license, whose next consecutive license shall be for the term of thirty-six months, or any person who shall hereafter receive two licenses in succession, each for thirty-six months, may receive at the expiration of such several licenses, a license for the term of eight years, upon such an examination held by the County Superintendent as may be prescribed by the State Board of Education, and such license shall issue only upon the approval of the State Board of Education, and shall be styled a professional license, and shall entitle the holder to teach in any of the schools of the State.

Examinations are held at the LAST Saturday in each month, unless notice is given otherwise. Examinations on that day are usually held in Richmond. All county licenses are limited to the county in which they are granted. Private examinations are forbidden. §4427.

For the Standard mentioned in the second clause above, the following has been fixed for this County :

An average of 75 per cent., nothing below 60, entitles to six months.

Average of 80, nothing below 65, to twelve months.

Average of 90, nothing below 75, to twenty-four months.

Average of 95, nothing below 80 in the eight legal branches, nor below 90 in Theory and in Other Evidences, to thirty-six months.

License for longer than twelve months is not granted to applicants who have never taught.

CHAPTER XXIX.

TRUSTEES' REPORTS.

Trustees are required to make report of the enumeration, to the County Superintendent, on or before the first day of May in each year. §4475.

At the same time, the Trustee must file with the County Superintendent, a complete list of the persons transferred to his corporation for school purposes. This list must contain the names of *all* persons transferred to his corporation—whether the transfer was made that year or a previous year—whose transfers are in force on the first day of May in the year for which he is then reporting. The list should give the full name of the transferred person, the township in which he resides and *from* which he is transferred, and the township or town *to* which he is transferred. §4473.

On the first Monday in August, the Trustee must make the Statistical Report called for by Sections 4450 and 4451.

Trustees are required to make settlement with the County Commissioners, "annually, on the first Monday of August, for the school year ending on the thirty-first day of July." §4441.

"A copy of the Trustee's report, as passed and allowed by the County Commissioners, shall, within ten days after its date, be filed by the Trustee with the County Superintendent."

The report to the Superintendent and the settlement with the Commissioners should agree. The filing of the copy of the settlement is required, so that the Superintendent may know of any changes made by the Commissioners, and may observe such changes in the compilation of his own report to the State Superintendent.

Teachers must report to Trustees, according to §4449 and §4509.

CHAPTER XXX.

TOWNSHIP INSTITUTES.

The School Law of Indiana, Section 4520, provides as follows:

"At least one Saturday in each month, during which the public schools may be in progress, shall be devoted to Township Institutes, or model schools for improvement of teachers; and two Saturdays may be appropriated, at the discretion of the Township Trustee of any township. Such Institute shall be presided over by a teacher or other person designated by the Trustee of the township. The Township Trustee shall specify in a written contract with each teacher, that such teacher shall attend the full session of each Institute contemplated herein, or forfeit one day's wages for every day's absence therefrom, unless such absence shall be occasioned by sickness."

WAYNE COUNTY REGULATIONS.

The County Board of Education has adopted Rules XXX to XXXIII, inclusive, given on page 14.

According to a custom which has been confirmed by the Board, the Townships of this county have been united for institute purposes into the following groups or sections:

1. Boston, Wayne, and Webster Townships.
2. Abington and Centre.
3. Harrison, Jackson, and Washington.
4. Clay, Dalton, Jefferson, and Perry.
5. Franklin, Greene, and New Garden.

The Board's Committee on Township Institutes determines each year the times of meetings, together with other details, and issues a circular.

These meetings are public, and patrons and pupils are invited to attend. Teachers of the schools of incorporated towns are especially invited to participate.

The preparation of programs and the assignment of duties, are delegated to the Superintendent.

COMMENTS.

"The Township Trustee should attend the Township Institutes and see that the work is properly done.

"Each teacher is required to take such a part and perform such reasonable duties as may be assigned to him by the Trustee or by the person in charge of the Institute.

"The object of this Institute is the improvement of the teachers of the township. It seems to me that all the powers necessary to carry out this object are by common law conferred upon the persons managing the Institute. The object of the Institute will utterly fail, unless the teachers attending take part in the exercises. I think, therefore, the contract which the Trustee makes with the teachers, in relation to Township Institutes, necessarily requires the teachers to perform such reasonable exercises and

duties as may be assigned to them. Indeed, the statute provides that the Trustee may designate one of the teachers to preside over the Township Institute. I am of the opinion that the mere presence of a teacher at a Township Institute does not fill the requirements of the law."—*Opinions of State Superintendent Smart: Commentary, page* 193.

"I think that mere presence at the Institute is not a full compliance with the spirit of the law. The law contemplates active participation in the exercises of the Institute."—*Bloss, Supt.*

"It is the duty of a Township Trustee to contract with all teachers employed by him to attend Township Institutes. It is his duty to provide for holding such Institutes, and to see that they are held. A mandate of court may be obtained to compel the Trustee to perform both these duties. I think that, even though the Trustee had failed to make a written contract with the teachers, he could require them to attend the Institute."—*Holcombe, Supt.*

"Failure to deduct wages for unlawful absence, is a violation of the statute."

"Let me urge upon Trustees the importance of strictly enforcing the statute in reference to absence from Township Institutes. The large majority of our teachers have met the requirements of this duty—often making great exertions and overcoming difficulties; and it will have a discouraging effect to place those who have failed or refused upon equal standing with the earnest and faithful. The delinquent have no right to expect you to be generous before you are just."—*Circular Letter*, 1876.

COUNTY INSTITUTE.

"The several County Superintendents are hereby required, as a part of their duty, to hold, or cause to be held, such (county) Teachers' Institutes, at least once in each year in their respective counties." §4523.

When any such Institute is in session, the common schools of the county in which said Institute shall be held, shall be closed. §4522.

"One of the most important duties of the County Superintendent is to hold a County Institute. Such an Institute as is contemplated by the law is not a voluntary association, but a teachers' meeting, at the head of which is the County Superintendent. * * * * * The teachers are there to be instructed, and the Superintendent must necessarily take the responsibility of the Institute upon himself. While he may seek advice and assistance * * * he should make out the program, and should insist upon good work on the part of both instructors and members."—*Smart: Commentary, page* 20.

Section 4521 provides a small appropriation toward defraying the expenses of the Institute. For thirty years, the teachers of this county have contributed voluntarily to increase the efficiency of their Institutes and Associations. These contributions are used in paying instructors. As a result of the spirit shown in this custom, Wayne County has long enjoyed an enviable reputation in regard to Institutes and teachers' assemblies.

CHAPTER XXXI.

LEGAL ITEMS.

School Township.—Each township is declared by Section 4437, to be a school township, and as such, to be a body politic and corporate, by the name and style of "——— School Township of ——— County" according to the name of the township and of the county in which the same is organized; and, by such name, may contract and be contracted with, sue and be sued. All contracts by Township Trustee, relative to school matters, should be made in the name of the "School Township."

School Corporation.—Each civil township and each incorporated town or city in the several counties of the State is declared by Section 4438, a distinct municipal corporation for school purposes, by the name and style of the civil township, town, or city corporation, respectively. It has been held that the name of the school corporation is "the School Town of ———," etc.

Women Eligible.—Women are eligible to the office of School Trustee, §§4540, 4541. Women who are voters at school meetings (see page 76,) are eligible to the office of Director.

Appeals.—Appeals are allowed from decisions of Trustees relative to school matters to the County Superintendent. The Superintendent's decision relating to the legality of school meetings, establishment of schools, location, building, repair, or removal of school-houses, or transfers of persons for school purposes, and resignation and dismissal of teachers, shall be final. §4537.

Appeals are allowed from decisions of County Superintendents to State Superintendent, on all matters except those named in Section 4537.

Free Libraries.—School Trustees of incorporated towns may establish free public libraries, and may levy a tax, not to exceed one-third of a mill on each dollar of taxable property. §§4524, 4525, 4526. This does not refer to Township Libraries, explained on page 20 of this MANUAL.

Equal Length of Schools.—All the schools of a township shall be taught an equal length of time, as nearly as the same can be done, without regard to the diversity in the number of pupils at the several schools, or the cost of the school. §4494. The tuition revenue is not apportioned among the districts, but remains a township fund.

Records.—School Boards should keep full minutes of their transactions.

State Certificates.—The State Board of Education grants State Certificates of qualification to such teachers as may, upon a thorough and critical examination, be found to possess eminent scholarship and professional ability, and shall furnish satisfactory evidence of good moral character. Such Certificate shall entitle the holder to teach in any of the schools of the State, without further examination, and shall also be valid during the life-time of the holder, unless revoked by said Board. §4422.

Teachers: employment and dismissal.—Trustees shall employ no person to teach in any of the common schools of the State of Indiana, unless such person shall have a license to teach, issued from the proper State or county authority, and in full force at the date of the employment. Any teacher who shall commence teaching any such school without a license, shall forfeit all claim to compensation out of the school revenue for tuition for the time he or she teaches without such license; but if a teacher's license shall expire by its own limitation within a term of employment, such teacher may complete such term of employment within the then current school year. The said Trustee shall not employ any teacher whom a majority of those entitled to vote at school meetings have decided, at any regular school meeting, they do not wish employed; and at any time after the commencement of any school, if a majority of such voters petition such Trustee that they wish the teacher thereof dismissed, such Trustee shall dismiss such teacher, but only upon due notice, and upon good cause shown; but such teacher shall be entitled to pay for services rendered.

§4501. See Rule I, page 11 of this MANUAL; Holcombe's "School Laws, 1883," page 81; *Smart: Commentary, page* 132.

The School Law a part of every Contract.—No teacher can make a contract of which all the requirements of the law is not a part, whether expressed or not. All local rules and regulations made in pursuance of law and not in conflict therewith, become a part of every teacher's contract, whether expressed or not.—*Smart: Commentary, pages* 158, 161.

Individual Contracts.—Trustees should contract with all their teachers, subordinate as well as principal, and payment should be made to each on his or her own receipt. The occasional practice of employing a principal at a large rate of pay, with the understanding that he will employ an assistant and pay her out of the money paid to him, is strongly condemned. See Smart's *Commentary, page* 134. Where an unlicensed person is thus employed, it is a clear violation of the law. "The plea that the Trustee pays the subordinate teacher nothing, is a mere evasion."

Janitor Service.—"Unless there is an agreement between the Trustee and teacher that the latter is to perform janitor services, I think he can not be compelled to do so."—*Supt. Smart.* "When the teacher is employed for such services he should be paid out of the special school revenue."—*Supt. Hopkins.*

Teacher's Report.—Teachers are required by §4449 to make report at end of term, and until such report is filed, the Trustee shall not pay more than seventy-five per centum of the teacher's wages. Blanks for this report are found in the register and contract book.

Private Schools in public houses.—Sections 4509 and 4510 provide for using school houses, when unoccupied by public schools, for private schools or other purposes. The teacher of such private school must report to the Trustee, certain items called for by §4509.

CHAPTER XXXII.

SCHOOL FUNDS AND REVENUES.

The means for the financial support of the public schools of Indiana are derived from four sources.

I. Interest on permanent funds.
II. State tax.
III. Unclaimed witness fees, liquor licenses, surplus dog-tax.
IV. Local taxation.

I. Certain sums of money which came into the possession of the State in various ways, are placed at interest, and the interest derived therefrom is applied to the payment of teachers. Constitution, Article VIII, 2. §§4325, 4369. A statement of the origin, amount, management, and annual interest of these sums, is given in the table on page 87.

The present Constitution provides that the principal of these funds "shall remain a perpetual fund, which may be increased, but shall never be diminished; and the income thereof shall be inviolably appropriated to the support of common schools, and to no other purpose whatever." Article VIII, sections 3 to 7, inclusive. Section 4325 of the revised statutes prescribes that the income from these funds "shall be denominated the *School revenue for tuition*, and shall be applied exclusively to furnishing tuition to the common schools of the State, without any deduction for the expense of collection or disbursement."

II. Section 4465 of the revised statutes provides: "There shall be annually assessed and collected, as State and county revenues are assessed and collected, sixteen cents on each one hundred dollars of taxable property, real and personal, in the State, and fifty cents on each taxable poll, for the purpose of supporting a general system of common schools."

Section 4325 provides that the taxes mentioned and specified in Section 4465 shall be included in the *School revenue for tuition*, "the whole of which is appropriated, and shall be applied exclusively to furnishing tuition in the common schools of the State."

III. *a.* Unclaimed witness fees are made a part of the *School revenue for tuition*, and are apportioned to the counties and distributed to the school corporations throughout the State, on the basis of school population.

b. "Money derived from licenses for the sale of intoxicating liquors," in each county, is distributed by county auditor to the school corporations of the county in proportion to school population.

c. Surplus in the dog-tax fund is to be transferred to the tuition fund of the township. §4487. This is only an occasional source of income.

IV. All the income derived from the above sources is denominated the "School revenue for tuition" to be applied exclusively to furnishing tuition. §4325.

This revenue can be increased by local tax, levied in and for each township, incorporated town or city, by officers thereof.

The means for erecting, furnishing and maintaining school buildings are secured by tax levied upon each school corporation by officers thereof.

The funds arising from these taxes are applied and expended in the same corporation in which they have been assessed and collected.

These taxes will be fully discussed in the next chapter.

INCOME AND DISTRIBUTION.

The *School revenue for tuition* is apportioned by the State Superintendent among the counties in proportion to their school population, as shown by the latest enumeration. The Auditor of each county apportions the part of such revenue which his county receives among the several school corporations of his county. At the same time he apportions the interest from the Congressional Township Fund, and the liquor license fees, collected in his own county. Apportionments are made twice in the school year, and the money thereof can be drawn from the county treasury by Trustees immediately after the second Monday in June and the last Monday in January.

Trustees shall not permit the *revenue for tuition* "to be expended for any other purpose, nor even for that purpose, in advance of its apportionment." §4442.

The several sources of revenue produced, for the year ending June 30, 1884, the following income:

1.	From interest on "Common School Fund," as shown on page 87	$ 466,348.30
2.	From State tax	1,408,113.49
3.	From unclaimed witness fees	1,233.92
	Total	$1,875,695.71

This total was apportioned to the counties by the State Superintendent.

The amount of income from the Congressional Township Fund was, in the whole State, $192,085.59.

The amount from liquor licenses was $279,885.89.

These amounts were apportioned by the County Auditors, each Auditor apportioning to his county the sums collected in that county.

WAYNE COUNTY'S SHARE.

For the year ending June 30, 1884, Wayne County received—

From State apportionments	$35,481.14
Congressional Township revenue	2,384.34
Liquor licenses	4,500.00
Total apportioned	$42,365.48
Amount derived from Local Tuition taxation, as explained in next chapter	$28,952.36
Grand Total for tuition within the county	$71,317.84

Wayne County holds of the "Common School Fund" (explained on page 87) $79,073.66. Of the Congressional Township School Fund, $46,707.86.

TABLE OF PERMANENT SCHOOL FUNDS OF INDIANA.

Name.	*Origin.*	*Amount.*	*Managed.*	*Interest.*
Congressional Township School Fund.	Congress gave 16th section of each Survey-Township of public land; 1785.	In money, $2,406,007.01 Value of land, 65,809.00 Total, - $2,471,816.01	Each County holds the proceeds of the sales of the land within its limits. Loaned by County Auditor to citizens of the county.	$192,085.59
Surplus Revenue Fund.	Surplus in National Treasury divided among the States; 1837.	$573,502.96	These seven funds are consolidated and known as the State's COMMON SCHOOL FUND.	Interest from State, $234,287.00
Bank Tax Fund.	Deducted from dividends of the State Bank chartered in 1834; 12½ cents on each share.	$80,000.00		
Sinking Fund.	Money left after the State Bank closed its business.	$4,767,805.89		
Saline Fund.	Government lands reserved because of salt springs, were given to Indiana, and sold in 1832.	$85,000.00	The State has borrowed of this Fund, $3,904,783 21, on which it pays interest semi-annually.	
Swamp Land Fund.	Swamp lands given by Congress to Indiana, 1850; proceeds after draining given for school purposes.	$42,418.40	The rest,—$2,962,606.36,—is loaned out through the County Auditors, and the Counties are made responsible for its safe investment, and for its interest, which must be made up from the County if not collected from borrowers.	Interest from County loans, $232,061.30
Seminary Fund.	County Seminaries sold in 1852.			
Contingent Fund.	Fines, forfeitures, escheats, etc., go to the permanent Fund.	$1,318,662.32		
		Grand Total, $9,339,205.58		

CHAPTER XXXIII.

LOCAL TAXATION.

In addition to the tax levied by the State (as described on page 85) the officers of the several school corporations are permitted to levy certain other taxes for the establishment and maintenance of schools.

These taxes will here be described under their respective titles.

LOCAL TAX FOR TUITION.

The Trustees of the civil townships, the Trustees of incorporated towns, and the Common Councils of cities, shall have power to levy, annually, a tax not exceeding twenty-five cents on each one hundred dollars of taxable property, and twenty-five cents on each taxable poll: which tax shall be assessed and collected as the taxes for State and County revenue are assessed and collected.—Section 4469.

The Civil Trustees (town boards) levy this tax.

Concerning the application of this tax, Section 4470, says: "The funds arising from such tax shall be under the charge and control of the same officers, secured by the same guaranties, subject to the same rules and regulations, and applied and expended in the same manner as funds arising from taxation for common school purposes by the laws of this State: *Provided*, that the funds assessed and collected in any civil township, incorporated town or city, shall be applied and expended in the same civil township, incorporated town or city in which such funds shall have been assessed and collected."

This tax is extended to the property of transferred persons; and is paid at the county treasury.

This law was declared constitutional by the Supreme Court of Indiana, in June, 1885.

The efficiency of our schools depends much upon the wise exercise of the power conferred by this statute. Without such a tax any attempt to have beneficial respectable free schools would be a failure. The revenue from other sources would not furnish more than an average of four months school each year.

The table on the opposite page is an estimate of the amount and rate of tax necessary to levy in the several school corporations of Wayne County, to secure certain lengths of term as specified.

These estimates are based on the taxables of 1885. The rate for any future year may be calculated in like manner by substituting in place of the figures here given under "enumeration," "wages," and "taxables," the figures for the year then being considered. Or, such estimates can be made by making allowances for changes in the proceeds of the tax proportionate to the changes in taxables, enumeration, and wages.

ESTIMATES FOR LEVIES OF LOCAL TUITION.

School Corporations.	Average Enumeration.	Per Capita	Approximate Apportionment	Wages for one day	No. of days secured by the apportionment	Additional sum needed to secure six months of school	Sum necessary to secure one additional month	Total Taxables.	Rate of Levy needed to secure six months	Rate of Levy needed to secure one additional month
Abington Township	270		$ 877	$14.50	60	$ 877	$290	$ 526,055	.17	.055
Boston Township	303		976	13.50	72	648	270	702,075	.09	.039
Centre Township	546		1755	22.00	79	902	440	1,324,675	.07	.033
Clay Township	200		650	9.00	72	432	180	577,789	.08	.031
Dalton Township	190		617	8.50	72	408	170	441,870	.09	.039
Franklin Township	449		1459	20.00	73	940	400	636,135	.15	.063
Green Township	395		1283	18.00	71	882	360	945,050	.10	.038
Harrison Township	160		520	8.50	61	501	170	507,940	.10	.034
Jackson Township	300		975	15.00	65	825	300	1,083,675	.08	.028
Jefferson Township	379		1231	18.25	67	967	365	964,587	.10	.038
New Garden Township	333		1092	12.00	91	348	240	586,529	.06	.041
Perry Township	320		1040	16.00	65	880	320	462,950	.20	.069
Washington Township	300		975	18.00	54	1188	360	1,406,397	.08	.026
Wayne Township	1290		4192	46.75	89	1449	935	2,888,095	.05	.033
Webster Township	270		877	12.50	70	625	250	446,166	.14	.056
Town of Boston	55		178	2.25	79	92	45	22,160	.42	.021
Town of Cambridge	670		2177	20.00	108	240	400	703,915	.04	.057
Town of Centreville	300		975	10.00	97	230	200	263,226	.09	.076
Town of Dublin	420		1365	18.00	75	810	360	369,698	.22	.098
Town of East Germantown	140		455	7.00	65	385	140	106,925	.36	.013
Town of Fountain City	190		617	8.00	77	344	160	136,615	.25	.012
Town of Hagerstown	310		1007	15.00	67	795	300	335,235	.24	.081
Town of Milton	260		845	13.00	65	715	260	309,164	.23	.084
Town of Washington	140		455	5.00	91	145	100	42,550	.34	.024
City of Richmond	5600		18200	148.00	123	——	2960	8,435,163	—	.035

The average per capita for the past ten years has been something more than $3.25. That sum multiplied by the number of children enumerated in each corporation will give the approximate amount likely to be apportioned annually to each corporation.

THE "SPECIAL" TAX.

Section 4467 provides that "the Trustees of the several townships, towns, and cities shall have power to levy a special tax, in their respective townships, towns, or cities, for the construction, renting, or repairing of school-houses, for providing furniture, school apparatus, and fuel therefor, and for the payment of other necessary expenses of the school, *except tuition;* but no tax shall exceed the sum of fifty cents on each one hundred dollars' worth of taxable property, and one dollar on each poll, in any one year, and the income from said tax shall be denominated the *Special School Revenue.*"

This tax is levied by the Township Trustees; and School Trustees, in towns and cities. "The Board of County Commissioners has no control over School Trustees in the levy of school taxes."—*Smart.*

Transferred persons pay this tax according to the levy of the corporation to which they are transferred, for the benefit of that corporation.

Superintendents in cities and incorporated towns are paid from the special school revenue. The special tax is paid at the county treasury.

BONDS FOR SCHOOL PURPOSES.

The Common Council of any city, and the Board of (civil) Trustees of any incorporated town, may, under conditions expressed in Section 4488, issue bonds to provide for purchase of grounds and erection of buildings.

The proceeds of the sale of such bonds are paid to the School Trustees. §4489. The Council and Board issuing such bonds have power, under §4490, to levy a tax for their payment.

This tax is paid at the county treasury and the proceeds thereof delivered to the town or city treasurer.

This tax is extended to the property of transferred persons.

CHAPTER XXXIV.

STATISTICS.

ITEMS OF PROGRESS.

The following extract is from a paper upon "Grading in Rural Schools" read by the Superintendent of Wayne County, before the Southwestern Ohio Teachers' Association, at Cincinnati, October 28, 1882. The paper presented the scheme for the improvement of the schools, discussing the points set forth in Chapter XXIV and other parts of this MANUAL, and concluded as follows:

The question arises, Has anything been accomplished by efforts of the character described in this scheme?

Some facts from the range of my own observation may be cited. A few years ago the benefits of gradation and supervision were called in question in one of our townships, and an investigation into the condition of the schools as shown by the teachers' statistical reports, was made.

The school year of 1872–3 was the last before supervision had been instituted, and was three years before any attempt at gradation. Its statistics were compared with those of 1878–9.

It was found that the number instructed in the several branches increased in the following per cents. of the enrollment:

	1873		1879
Writing from	57 per cent. to		83 per cent.
Arithmetic from	66 per cent. to		71 per cent.
Geography from	25 per cent. to		46 per cent.
Grammar from	10 per cent. to		42 per cent.
History from	2 per cent. to		6 per cent.

The number of text-books used in a school affords one means of measuring the extent of the work of the school. A census of the number and kind of the books used in the county, was taken in 1876, in 1878, and again in 1880. In the township referred to, notwithstanding a decreasing enumeration, the number of text-books was reported for those years, as follows:

	1876	1878	1880
Arithmetics	204	217	268
Grammars	45	108	147
Geographies	82	120	138
Histories	9	19	25

The same tests were applied to a more extended area, embracing nearly all the District Schools of the county.

The following table shows the per cents. (of the enrollment) studying the several branches in the two years mentioned.

	1873	1879
Reading	92	94
Spelling	89	92
Writing	57	91
Arithmetic	68	90
Geography	26	60
Grammar	13	41
History	5	12
Physiology	2	8

The number of text-books used in the county was found to have increased during two years, from 1876 to 1878, as follows:

Increase in the number of Arithmetics during the two years..... 13 per cent.
Of Geographies..... 14 per cent.
Of Grammars..... 35 per cent.
Of Histories..... 45 per cent.
Of Physiologies..... 127 per cent.

It was further discovered that "all these increases have been in the adopted books and in harmony with the Course of Instruction."

These are some of the results which may be measured by figures and per cents.

What other advantages may be seen as flowing from the gradation of country schools?

1st. There is an awakened interest. Six years ago, the average daily attendance in the District Schools was 55 per cent. of the enrollment. Last year it had increased to 63 per cent.

2d. More pupils are taught in all the branches, and broader work is done by individual pupils.

3d. Attention is called early to subjects which were heretofore neglected.

4th. By a proper use of time, *time is economized.* I am led to believe with Mr. Watson after his examination in Norfolk County, Mass., when he says: "Actual results demonstrate that at least one year in six is saved in completing the ordinary branches by even an imperfect grading of the schools."

5th. There is more thoroughness in scholarship; and more aspiration among the young people. They see what they have achieved so far, and they look eagerly forward to the completion of what is before.

About forty pupils have each year been graduated from the country schools. Many of these pupils enter the High Schools in the county and sustain themselves in the same classes with pupils who have come up through the grades of city schools.

The graduates and more recent pupils who re-enter the country schools as teachers, become warm supporters of the new order of things. Thus the good work perpetuates itself.

It will take time to change permanently the character of country schools. We have done something in past years. We must continue to make haste slowly, and the work of each year will show in the improved condition of the succeeding year.

UNIFORMITY IN TEXT-BOOKS.

The efforts to produce uniformity practically began in 1877–78, and for several years were directed chiefly to securing class uniformity. Wherever the books of a class were uniform, changes were not required until the books of that class ceased to be uniform. By continued attention to this matter, and prudence in the purchase of new books, a general uniformity has been attained throughout the townships. Figures taken from the reports of 1880 and 1884, show the improved condition of the township schools. The schools represented by these figures, reported an enrollment of 4085 in 1880, and 3742 in 1884.

	1880.	1884.		1880.	1884.
*White's Primary Arithmetic	685	629	*Swinton's Language Lessons	439	538
*White's Intermediate Arithmetic	856	956	*Harvey's Practical	585	601
*White's Complete Arithmetic	457	949	Brown's Grammar	104	29
Ray's Third Book	567	33	Various others	112	2
Various other Arithmetics	196	10	Increase on enrollment, per cent		4.
Increase on enrollment, per cent		1.3	*Quackenbos's History	254	395
*Eclectic Elementary Geography	610	674	Various others	179	89
*Eclectic Complete Geography	692	915	Increase on enrollment, per cent		2.3
Guyot's Elementary Geography	132		*Dalton's Physiology	191	296
Guyot's Intermediate Geography	145		Various others	71	34
Various others	84	2	Increase on enrollment, per cent		2.4
Increase on enrollment, per cent		1.8	*Authorized		

CHAPTER XXXV.

HINTS FOR THE CARE OF SCHOOL PROPERTY.

If the ground around a district school-house is not such that the surface drainage is away from the building it should be made so. No depression on the ground should be permitted where water may remain. No water should be allowed to accumulate about the entrance to the building when it rains, and the approaches to it should be elevated and kept clear of water and mud.

An ample supply of good drinking water should be within easy and uninterrupted reach, and waste water should be disposed of so as not to make a sloppy place around the pump or elsewhere.

Each sex should have its separate privy, so managed as to be absolutely private at the resort itself, and as nearly so as practicable in the approaches. They should be kept clean, have such constant care as never to become offensive to sight, smell or the sense of true decency.

Fences and other exterior appurtenances should be supervised and not allowed to get out of repair or become unsightly. Whitewash is not only purifying but often beautifying.

The school building should be kept in good order outside and in. Repairs on the outside to doors, windows and shutters that need them, and and a little paint, will sometimes change an uninviting school-house to an attractive place to be taught in and to teach in.

On the interior, the school-house should be put in good condition and maintained so. The floor should be smooth and free from crevices and holes that would admit air or emanations from the soil beneath it. A tight floor should be secured even at the expense of relaying or making a double one. The ceiling also must be sound, free from cracks or openings that would permit the exit of heated air in winter. The walls, where not occupied by blackboards, should be clean, of neutral tint and free from glare. The windows well fitted, easily lowered from the top and raised from the bottom, and supplied with curtains adjusted to shut out offensive sunshine but not to interfere with needed light.

In summer, temperature can be successfully adjusted through the windows and doors, but the warming of the room in winter is a matter of moment. It must be done by warming the air with stoves or heaters, and such stove or heater must be encircled with a thin metal case to protect the pupils near it from an excess of radiant heat. The temperature of 70°, as near as practicable, should be maintained in all parts of the room, and the temperature should be ascertained by a thermometer, the sensations of both teacher and pupils in this particular being unreliable.

Ventilation in a school-room consists in an effort to make the air in it as good as the air outside, and this is done by dilution and diffusion. This is the whole doctrine of ventilation. In summer, it is easily accomplished through open windows and doors, but in winter, the external air is cold while the internal air must be kept warm, and the interchange between the internal and external air must be made with as little waste of heat as

possible, and in a manner to avoid currents against all inmates. By slightly opening windows and doors while the room is occupied, and making a complete change of air when the room is vacated for recess or otherwise, a living degree of ventilation may be secured. Satisfactory winter ventilation can be accomplished only by bringing in the external air through a heater and taking out the vitiated air from near the floor.

But in the absence of such an arrangement, raise the lower sash about four inches, inserting a board of the thickness of the sash to fill the space. This will allow an upward current of air from between the two sashes in the middle of the window.

If it is inconvenient to admit sunlight into the room at all hours, take advantage of short intervals to let in as much as possible, avoiding a glare of light during working hours.

A school-house in good repair and its surroundings in proper condition is more likely to have attentive and well behaved pupils, and thorough and successful teaching, than one where the building is neglected and the surroundings are in disorder. It is not the style nor the expensiveness of a school-house that gratifies the desires and improves the morale of those who use it, but the evidences of correct taste and successful attention manifested in its care. A grand school-building soiled and in disorder depresses and debases its occupants, while a humble school-house, clean and well cared for, elevates and cheers all observers.

—J. F. Hibberd, M. D., County Health Officer.

Care of Apparatus.—At the close of each term, the Director or Trustee should remove all detached and portable apparatus to some place of safe keeping, for the vacation. Much costly property can be saved by this precaution. And, at the opening of the next term, care should be taken to return all pieces to the school-houses where they properly belong.

Tree Planting.—The effort to establish an "Arbor Day" for the schools of our State should be encouraged. Trees and flowers should be growing in all our school grounds. "Tree planting is fitted to give a needful lesson of forethought to the juvenile mind. It is a constant discipline in foresight; it is always planting for the future, and sometimes for the distant future. Teachers can easily interest their pupils in adorning the school grounds. With proper pre-arrangement as to the selection and procuring of trees, vines or shrubs, Arbor Day may accomplish wonders. Many hands will make work merry as well as light. Such a holiday will be an attractive occasion of social enjoyment and improvement. The parents should be persuaded to approve and patronize the plan. It tends to fraternize the people of a district. The plantings and improvements thus made will be sure to be protected. They will remain as silent but effective teachers of the beautiful to all the pupils, gradually improving their taste and character."

CHAPTER XXXVI.

FUTURE MOVEMENTS.

In the annual report to the County Board of Education, made May 1, 1885, the Superintendent discusses some of the movements which must be undertaken in the future, for the further improvement of the public schools of Wayne County. After commenting on the excellencies at present noticeable in our schools—the uniformity of text-books; the forming and adopting of a Course of Instruction; the systematic classification of the pupils; the development of the Township Institute system; the careful examinations; the attainments and efficiency of the teachers; the satisfaction of patrons—the report says:

"There are several matters yet for us to consider—directions in which we are not as far advanced as we should be and can be.

"One matter for consideration is in relation to school accommodations. Many of the houses now in use can not be used much longer. Most of the school-houses in our county were erected between 1854 and 1857. Their days of usefulness are about over. Already our people are beginning to look toward replacing them with new and more commodious structures. In some localities the replacing has already commenced.

"It, therefore, becomes a duty of the hour that we should consider not only pecuniary means for this renewing, but also, the character of the houses themselves. Questions as to style, size, seating, warming and lighting, should be given due consideration. The next set of houses in Wayne County should be fully up to the times, with all the recent and necessary improvements in school architecture, furnishings, and surroundings.

"Closely connected with the rebuilding of our school-houses, is the question of relocating some of them. In many districts the school population has decreased to such an extent, that the relocation of houses and the consolidation of adjoining districts, will be important questions.

"A *second* matter to which our attention should be given in the near future is the consolidation of our town and township systems in the establishment of joint High Schools, as contemplated by Section 4446 of the Revised Statutes. Such consolidations will apply in the cases of many of our townships and towns situated therein. As for instance: Centre and Centreville, Clay and Washington, Jefferson and Hagerstown, New Garden and Fountain City. Indeed, this law was enacted at the suggestion of a citizen of the last named place, (the late Daniel Hough,) with a view to a union of the systems of that town and the surrounding township.

"The question of cost is the first question to settle in this project, but I believe the union can be effected without increasing the total expenditure. The perfecting of such an arrangement as is contemplated in the statute, will work to the advantage of both corporations, and the subject is one worthy of careful consideration by our people.

"A *third* undertaking for the near future, is the enforcement of the uniform Course of Instruction. The teachers, working by common

methods to common ends, have devised a course of study which is a definition of what ought to be taught in the schools of common grade. The question of *design* in instruction, or what shall be taught in our common schools, need not be raised for another generation. The characteristic movement of the present period, is the grading of District Schools. The next great problem in the supervision of such schools, will be the introduction of some form of authoritative promotions. The division into 'Standards' of the uniform Course recommended by the County Superintendents' State Association is a step in that direction. These 'Standards' applied to our Course, would divide it as follows: 'Primary Standard,' embracing the First, Second, and Third Grades; 'Grammar Standard,' the Fourth and Fifth Grades; 'Graduation Standard,' the Sixth Grade. In connection with this division, it was recommended 'that the promotion at the end of each "Standard" be made upon the examination made by some other person than the teacher in charge—either the Superintendent, Trustee, or some person appointed by the Trustee.' The developing of this scheme, or some other one with the same object in view, will be one of the efforts of the future.

A uniform Course for the several incorporated towns of the county might increase their usefulness. Such a Course was in contemplation in 1882, (see page 24). It is hoped that the project will be revived at some more propitious time.

LENGTH OF TERM.

"An urgent subject of present practicability is the better management of the financial support of the schools. In this department a decided improvement can be commenced at once.

"As I have already said, several features in connection with our schools show them to be in good condition, and their work is being done to the general satisfaction of our people. If I were called upon to name any particular in which their condition is not just what it should be, or in which they do not give the people satisfaction, I should say it is in the matter of length of term. There seems to be in our school management no settled idea or policy as to when school should begin, how long it should last, when it should close, when it should have vacation, if any. *Each year seems to be a year of experiment.* The teachers, pupils and patrons often enter upon the beginning of a term without assurance as to the length of that term, or whether it will be followed by a second term within the same year, or whether at its close there will be a long vacation until fall. Sometimes, the schools are stopped sooner than expected because of the exhaustion of the funds. Sometimes there is a debt carried against the next 'draw.' At the next levying of tax there is an increase of rate, and after awhile there is something left over for a short spring term. But perhaps the very next year there is a decrease made in the rate of levy and nothing is left over the first year following, and a deficiency appears again in the succeeding term.

"A common remark is that the 'schools stop for the want of money.' The starting and stopping of schools should be determined by wise management, noting the times most advantageous for the pupils concerned.

A desirable length of school term should be decided upon. Then there ought to be a general understanding that at such a day in such a month each year, the schools of the township would open, and for a term of definite length. My observation has been that in those townships where the schools have been given six months' terms for the past ten or twelve years, they have accomplished more, done better work and suited pupils and teachers better than in the townships where, one year, the schools would continue for eight months, another year for six, a third year for seven, the fourth year drop to five, and then rise to seven or eight and go the round again.

"In this way last described, there was always some uncertainty as to the time of beginning and the length of the term.

"This unsettled character of our terms in the country, has much to do in preventing those schools from attaining their greatest success. Except to increase the average length of term, our schools have made no improvement in this matter for twenty years past. The same uncertainty exists to-day as existed then. The time has arrived when in the country, as is now the case in the cities, there should be a settled custom regarding the beginning and length of school terms. As the best trained horse may be spoiled by the alternate whipping up, and reining in, so the efficiency of the best teacher may be impaired by the uncertain length of his term.

"In the present order of things, what generally determines the length of the school? The amount of money. What determines the amount of money? Accidents.

"In addition to the varying length of terms, from year to year, within each school corporation, there is to be seen another defect when we compare the different corporations in regard to the length of terms in the same year. The townships of our county had, during the year 1883-84, an average of 130 days of school, and the lengths of term in the several townships ranged from five months to eight months. In the towns the lengths of term ranged from six months to nine months. Equality of privileges is not enjoyed at present. We can not truly say that we have 'a general and uniform system of public schools.' The practical inconveniencies are great. Successful classification is hindered, the application of the Course of Instruction embarrassed, and the administration of the schools of the county as an organized and vital unity, prevented.

"My observations on these subjects have led me into a line of study, principally into the question as to how much money must be raised each year by local levy to give us a satisfactory term. I will not undertake to say now what I think should be the proper length of term. I am still of the belief that there is no good reason why the schools of a county should not be continued for the same length of time. At least the schools of the same class, as, all the district schools should be taught an equal length of term, and all the town schools an equal length, even though circumstances may make the length different, in the different classes, and also the times of beginning and of vacation."

The table of estimates on page 89—which see—is one result of this study.

CHAPTER XXXVII.

ADDRESS TO TEACHERS.

I. Secure your license before you make application for employment. A delay in this matter may cause embarrassment to yourself, the Trustee, and the Superintendent.

II. Make and sign the contract before you commence school, and thereby learn what may be expected of you.

III. Obtain the Register of the school and all the reports showing the classification and instruction of the previous term, before the opening of your term. Study them and have a program and the work for the first day arranged before you go to the school. See "For the Next Teacher" page 59.

IV. Visit the school-house on the Friday before school opens, to see that all is clean, in order, and arranged as you desire. Attend to this on Friday if possible, for you may need Saturday in which to complete your arranging.

V. Read this MANUAL carefully, and study the explanation of the instruction. Chapters V, XVII, XVIII, XX, and XXIV, will give you much of the spirit of the present plan of management. All of Part II is valuable. Let no one hesitate to accept the principles laid down in this MANUAL, or the dictates of the Course of Instruction. They are no one man's theory. They are the product of the observation, experience and comparisons of scores of teachers who have taught successfully in the very school-rooms where you aspire to preside.

VI. Having experienced the benefit of a well kept Register, and of full and comprehensive "Term Report of Pupils' Standing," and "Schedule of Studies," it is hoped that you will feel the obligation resting upon you to make the records of your term in every way complete. If, however, your predecessor failed in *his* duty thereby depriving you of the benefit of such information, it is hoped you will be more kind to *your* successor. If the work of your term is not understood and built upon by your successor, the pupils suffer delay, and you do not receive the credit due for your labors.

The condition in which you leave the school, is the true measure of your efficiency. The amount of time you "put in" may determine the amount of your pay, but it is no standard by which to measure the good you have done.

VII. Have faith in the new order of things. Do not be disturbed by a few doubters who always oppose, but never suggest a better plan. A fear is sometimes expressed that the application of grading will work disadvantage to some pupils by holding them back in some studies, or by discouraging them. If there are such cases they are few in number and the result of previous misdirection of effort. Pupils who are started properly at the beginning of their schooling, will not find their later work so exacting as do pupils who are called upon to make up former deficiencies and at the same time do some work in advanced classes.

But such an apprehensive view of grading is partial, leaving out of consideration the more than counter-balancing good brought about by the system. Instances are numerous where the introduction of grading has caused pupils to study more branches than they would have undertaken without its suggestions; where pupils have been induced to remain in school and attend more punctually, that they might complete the grade; and, where pupils have, because of obeying the dictates of the system, received more thorough training. Thus from the effort to grade, more pupils have received broader and better education in our District Schools. The scheme of grading is no longer a theory. It has behind its claim, several years of successful experiment, not confined to our own county but spread over Indiana and into other States. In support of the assertion of its benefits to our schools, there are, in the office of the County Superintendent of Wayne County, the written opinions of many teachers, all testifying to its good results, within their observation.

VIII. Let the premises, room, furniture and apparatus be neat and in as good repair as possible. If convenient, decorate your room and render it home-like and attractive; at least, have it clean. Let your own work be neat. Look to the temperature and ventilation of the room.

IX. Pupils should be orderly, quiet and industrious. Classes should move promptly and quietly, and give undivided attention during recitations. Have an orderly method of dismissing school, and for partaking of dinner. Strive to have your pupils regular and punctual. Constant and varied employment is the best means of discipline. Drawing can be used in primary grades to occupy the attention.

X. Teachers are required by law to teach "good behavior." Character is of quite as much importance as scholarship. The true object of school government is to form right habits. Be good-natured and kind, but firm and just.

XI. The Indiana Teachers' Reading Circle is commended. The course prescribed will greatly benefit you individually as well as improve you as instructors. It is the observation of not a few, that those teachers who pursue some line of study and keep their minds awake to the acquisition of knowledge, are the most successful in the school-room and most respected in their calling.

XII. Do your work faithfully. Take a pride in it. Even though temporarily in school work, perform each day's task as if it were your life vocation. While the children are expected to form, at school, habits for after-life, perhaps this temporary employment may be to you the opportunity for forming habits which will insure success in your own future career. Let nothing fail because of neglect or inattention on your part. Write to the Superintendent whenever he can be of assistance to you.

[For Recent Statistics, see page 102.]

TEXT-BOOKS

ADOPTED FOR THE PUBLIC SCHOOLS OF WAYNE COUNTY, IND.

UNIFORM RETAIL PRICES

At which it was agreed, by Local Dealers, these books should sell.

[Written agreements between publishers, local dealers, and the County Board of Education, are on file in the office of the County Superintendent.]

McGuffey's Revised First Reader		$ 20
McGuffey's Revised Second Reader		35
McGuffey's Revised Third Reader		50
McGuffey's Revised Fourth Reader		60
McGuffey's Revised Fifth Reader		85
White's Primary Arithmetic	*Of the "Three-Book" Series.*	25
White's Intermediate Arithmetic		45
White's Complete Arithmetic		75
Eclectic New Elementary Geography		70
Eclectic New Complete Geography		1 35
Webster's High School Dictionary		1 25

The above named books were adopted in 1883 for a period of six years, as prescribed by law. The following named books were adopted in 1884, for the ensuing six years:

Mickleborough & Long's Language Exercises, Part I	18
Part II	25
Harvey's Revised Elementary Grammar and Composition	50
Harvey's Revised English Grammar	75
Quackenbos's New American History	1 25
Swinton's Word-Book (Speller)	25
Eclectic Elementary Copy-Books	10
Eclectic (larger) Copy-Books	15
Eclectic Physiology	70
Hurst's Compend of Penmanship, Drawing and Slate Work	15

I. Teachers are forbidden to introduce unauthorized books.

II. Care should be taken to see that pupils secure the *proper editions* of the adopted books.

III. When the books in any class cease to be uniform, the teacher shall report such fact to the Trustee, and the rules of the County Board of Education for such cases shall be enforced.

Published by direction of the County Board of Education, October 13, 1884.

J. C. MACPHERSON, *President.*

J. H. BOLINGER, *Secretary.*

[A copy of the above is posted in every school-house in this County.]

1860. 1885.

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We have in stock, or can supply at short notice, all school books now in use in Wayne and adjoining counties.

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Eclectic Educational Series.

Approved Text Books for High Schools.

The Eclectic Educational Series offers for use in HIGH SCHOOLS, text books of approved merit and acknowledged success as class books.

Any of these publications sent in any quantity ordered by rail or express on receipt of the Introduction Price annexed. If ordered by mail add one-sixth to cover cost of mailing.

MATHEMATICS:—

Ray's New Elementary Algebra	$ 80
Ray's New Higher Algebra [Key, $1.00]	1 00
Ray's Test Problems in Algebra	50
Schuyler's New Complete Algebra	1 00
Milne's Inductive Algebra [Key 80c.]	80
Eclectic School Geometry	60
Schuyler's Elements of Geometry	1 00
Ray's New Elements of Astronomy	1 20

SCIENCE:—

Norton's Elements of Physics	80
Norton's Natural Philosophy	1 10
Norton's Elements of Chemistry	1 10
Eclectic Physiology and Hygiene	60
Andrews' Elementary Geology	1 00
Andrews' Manual of the Constitution	1 00

LITERATURE:—

Pinneo's Guide to Composition	60
Smith's Studies in English Literature	1 20
Hepburn's Manual of English Rhetoric	1 00

HISTORY:—

Eclectic History of the United States	1 00
Thalheimer's History of England	1 00
Thalheimer's General History, *Revised*	1 20
Thalheimer's Ancient History	1 60
Thalheimer's Mediæval and Modern History	1 60

ELOCUTION:—

Cole's Institute Reader	80
Kidd's New Elocution	1 00
Kidd's Rhetorical Reader	1 00
Murdoch's Analytic Elocution	1 00
Murdoch's Plea for Spoken Language	1 00

VAN ANTWERP, BRAGG & CO., Publishers,
CINCINNATI and NEW YORK.

INTERESTING ITEMS FROM THE STATISTICS OF 1885.

TOWNSHIPS AND CORPORATIONS.	Enumeration of 1885.	Admitted to Schools in 1884 and 1885.	Average Daily Attendance 1884-85.	Number of School Houses.	Value of School Property	No. of Teachers Necessary.	Length of School in Days.	Volumes in Library.	Amount Paid for Teaching.	Other Expenses.
Abington Township	271	201	130	6	$ 5,400	7	120	154	$1,620 00	$ 430 56
Boston Township	311	210	156	6	5,500	6	150	150	1,722 50	731 95
Centre Township	536	344	210	11	9,600	11	150	800	2,992 00	937 27
Clay Township	191	134	95	41	4,600	4	140	325	1,160 00	583 90
Dalton Township	185	137	81	4	2,500	4	130	225	950 00	275 62
Franklin Township	447	301	210	8	9,600	9	120	210	2,340 00	1,991 66
Greene Township	397	267	175	7	12,000	8	100	300	1,750 00	589 49
Harrison Township	158	132	97	4	4,500	4	120	315	1,020 00	473 92
Jackson Township	294	211	136	8	5,200	7	120	250	1,870 75	524 49
Jefferson Township	380	267	186	8	7,000	8	120	600	2,145 28	338 76
New Garden Township	342	177	128	6	4,500	6	140	300	1,505 00	666 32
Perry Township	325	282	187	5	6,750	7	140	258	1,885 00	750 99
Washington Township	306	177	114	10	6,400	9	111	275	2,217 00	623 71
Wayne Township	1,282	701	438	16	27,000	22	149	12,116	6,729 50	2,840 68
Webster Township	275	253	132	5	7,150	6	110		1,289 25	1,398 61
Total in Townships	5,700	3,794	2,475	108	89,700	118	1,920	16,278	31,196 28	13,157 93
Town of Boston	57	45	35	1	2,100	1	140		250 00	131 58
Town of Cambridge	670	464	360	2	25,500	9	180	30	3,645 00	3,209 73
Town of Centreville	308	236	176	1	5,100	4	160	10	1,480 00	957 82
Town of Dublin	430	374	252	1	12,000	7	160	100	2,170 00	1,401 73
Town of East Germantown	141	110	99	1	5,540	3	120	16	840 00	218 66
Town of Fountain City	192	152	100	1	4,075	3	126		1,075 00	768 63
Town of Hagerstown	311	228	168	1	7,200	6	140		1,594 00	703 43
Town of Milton	261	223	177	1	9,200	5	160	20	2,200 00	563 36
Town of Washington	140	114	75	1	3,000	2	106		478 10	184 82
Town of Linden Hill	18									
Total in Towns	2,528	1,946	1,442	10	73,715	40	1,292	176	13,732 28	8,139 76
City of Richmond	5,610	2,512	1,925	9	189,610	55	180		26,608 88	53,890 92
Grand Totals and Averages	13,838	8,252	5,842	127	353,025	213	3,392	16,454	71,537 44	75,188 61

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County School System.

[*In consideration of a general desire for information concerning School matters, the County Superintendents of Eastern Indiana, at their late Convention, prepared the following Explanation of the County System of Indiana.*]

The efficiency of any great system of co-operative labor is measured by the completeness of its organization. That army will be the most successful on land whose troops are the best organized, and that navy will be the most successful at sea that is subjected to the most rigid inspection. The same is true of all great incorporations formed for important ends, and even of government itself.

This is pre-eminently true in educational work, where children are to be collected into school, graded, classified and taught. No system for the education of the youth is complete until the last child is brought under its influence and its wants are fully understood and met.

This country, prompted by necessity and experience, has been gradually perfecting its organization for educational ends. In all our cities, one after another, even down to the middle sized towns, thorough, systematic organization, accompanied and directed by efficient supervision, has been introduced.

The result is that city schools have grown in popular favor, while country schools have been regarded, in a great measure, as a failure.

It is a stubborn fact that four-fifths of the school children of this State will receive all the scholastic training they will ever get in the ungraded country schools. The future of the State depends, in a great degree, upon the character of these country schools. The Country School Problem thus becomes the paramount educational question of the day. In view of these facts, steps have been taken for collecting the scattered fragments of these schools into a united

system, that each one may be invigorated and improved by the strength derived from the whole.

To accomplish this work, Indiana has constituted a

COUNTY BOARD OF EDUCATION.

This body is composed of Township Trustees, Presidents of the School Boards of cities and towns, and the County Superintendent. The composition of this Board is, in some respects, fortunate. The Township Trustees represent a constituency almost wholly agricultural in pursuits; the city and town Trustees, those who are devoted to commerce, the learned professions, and the arts. These act as checks upon each other, giving to the body rather a conservative character.

The objects of this Board are defined in the law creating it as follows:

"Said Board shall consider the general wants and needs of the schools and school property of which they have charge, and all matters relating to the purchase of school furniture, books, maps, charts, etc., etc. The change of text-books, except in cities, and the care and management of township libraries shall be determined by such Board."

As indicative of the work of this Board, it can be stated that usually a number of committees composed of its own members are appointed to consider and report on the subjects assigned them: such, for instance, as a committee on school houses and furniture; on wages and levies; on text-books, maps and apparatus; on course of study and regulations; on township libraries; on institutes, etc., etc. By this division of labor, general and safe conclusions are directly and speedily reached by the Board.

As a second feature of the system for the county, the law provides for the appointment of a

COUNTY SUPERINTENDENT.

This officer is to have the general superintendence of the schools of his county. He shall attend township institutes, where he shall preside and conduct the exercises. He shall visit each school of the county at least once in each year, for the purpose of increasing their usefulness, and elevating, as far as practicable, the poorer schools to the standard of the best. He shall encourage teachers' institutes, and shall labor in every practicable way to elevate the standard of teaching, and to improve the condition of the schools of the county. * * * * * He shall examine all applicants for license as teachers, together with other duties referred to hereinafter.

The work of the Superintendent may be classified as follows:

1. As member of County Board.
2. Statistical.
3. Judicial.
4. Visitorial.
5. Examination of teachers.
6. Institute work.

1. AS MEMBER OF THE BOARD.

"The Superintendent shall preside at the meeting of the Board; shall be allowed to vote on all questions as other members are allowed to vote." To the Board, at least once a year, he makes report of his labors, and of the condition of the schools. The Superintendent, during his inspection, discovers some matters which may properly be brought to the attention of the particular trustee. But many things observed by him are common throughout the county, and constitute the general wants and needs of the schools and school property, of which the members of the Board have charge. Upon such subjects the Superintendent becomes the reliable source of information. As he "is allowed to vote on all questions as other members of the Board are allowed to vote," he may be considered a Trustee at Large, so far as deliberating and planning are concerned.

2. STATISTICAL.

Full and accurate statistical information lays the basis for intelligent and successful action on the part of the State. She desires definite information as to the amount of work done, amount not done, amount to be done, and the means and agencies for accomplishing it. The labor of gathering and arranging these statistics is great, and is mostly the work of the County Superintendents, from reports made to them by School Trustees of the different townships, towns and cities, and from other sources of information. They are expected to furnish the Legislature, as well as the people, through the Department of Public Instruction, with the number of children of school age in the county; the number of pupils admitted into school; average daily attendance; number of districts in which school is taught, and grade of each school; length of school in days; number of teachers; average compensation thereof; amounts of school revenues received and expended; tax levied; number, kinds and value of school houses; value of property and apparatus; books in the township libraries; number of institutes; names of teachers licensed, their address and length of license, and number of applicants rejected. These items are sub-divided into several classes, and frequent averages and estimates are to be made. Also to report additional information embodied in a written report relative to the condition of the schools, school houses, and general progress of education, etc., in the county. Work of this nature can best be performed by an officer familiar with the details of the matters reported. The conferring of such work upon an officer already occupied with duties of a dissimilar character, generally causes the conferred duties to be considerd subordinate and unimportant, and results in their neglect.

The County Superintendent, from the list of enumeration of school children, and reports of transfer, makes out the basis of apportionment of school revenue to the several townships, towns and cities, so as to enable the County Auditor to accurately apportion the school revenue for tuition. The Superintendent at the same time makes a statement to the Auditor of the transfers which have been

made for school purposes between the several school corporations, so that the local taxation may be properly levied and distributed.

3. JUDICIAL.

Disagreements will arise among the people and school officers in the practical administration of our school affairs. These must be decided intelligently and justly, and for that purpose the Superintendent has original jurisdiction of a large class of these controversies, and appellate and final jurisdiction of another class. All questions purely local in their character fall under his notice; and all questions of a general nature arising under the school law can reach the State Superintendent only after they have been submitted to him, and his written opinion has been taken. Some of his time must be spent in deciding the causes of controversies among the people, and much more of it in compromising their difficulties.

Here again will be seen the propriety of a special tribunal. Such questions as the dismissal of teachers, location and removal of school houses, transfer of persons for school privileges, etc., should be decided by an officer most likely to have a practical familiarity with school laws and school difficulties.

4. VISITORIAL.

The law, as has just been seen, requires each school to be visited. What can be accomplished in the interest of these schools, so disjointed and occupying so large an area, by the visit of the Superintendent?

In the first place it may be said that the beneficial effects of these visits are felt long before the visit is made. The very anticipation of it has a quickening influence upon both teachers and pupils.

The influence extends beyond the schools to the Trustees, in all material preparation for the comfort and convenience of the pupils. They prefer approval even to a just criticism, and, thus influenced, provide better houses and more liberal appliances for the children, than they would if not subjected to inspection and comparison.

There are many ways in which a Superintendent can be of great service in visiting a school. 1. He can inspect the building, the out-houses, the yard, the fences, and especially the apparatus. If he should succeed in encouraging the teacher to greater diligence in the care and management of the school property, he would perform a service of far more value than his cost. It is estimated that the unnecessary wastage in our school property amounts to one hundred thousand dollars per annum. The County Superintendent can and ought to prevent a large share of this wastage. 2. The matter of the health of our school children should receive the thoughtful care of an intelligent inspector. Houses are built without adequate ventilation; this results in irritability, nervousness and disease. Houses are so constructed as to throw the light upon the children's work from the wrong direction; this results in weak eyes and near sightedness. The heating arrangements are often so made that the feet are

cold while the head is hot, and one side of the pupil is warmed while the other is chilled; this results in discomfort, inability to study, and more or less sickness. A weak mind in a healthy body is a sad sight, but a strong mind in a puny, diseased frame is a monstrosity. If a County Superintendent performs his duty in respect to this important matter, if he advises the teacher in regard to the best means of securing temporary ventilation, and of managing the heat appliances, and if he obtains such information by his visit as will make him competent to advise the School Trustees in regard to the proper construction of their school houses, he will perform another service worth far more than his cost. 3. But the teacher needs encouragement, kindly advice and criticism, in regard to securing the co-operation of the parents, grading the school, enforcing discipline, and especially in regard to the method of instruction. It is in respect to these particulars that the chief service of the County Superintendent can be performed.

5. EXAMINATION.

Our children must be taught by competent teachers. An incompetent or an immoral teacher can do more mischief in a school, and hence waste more money, in a year, than the cost of County Superintendency in the most populous county in the State. The greatest school problem with which we have to deal is this: how shall we secure the best instruction for our children, with the money that we have to spend for tuition? The question of competency can not be left to the applicants for position. It can not be left to the people; nor, under ordinary circumstances, to the School Trustee. It must be left to a person who knows what a good school is, who knows how to teach such a school himself, and who knows how, by a suitable examination, to tell whether an applicant will make a successful teacher or not. It must be conceded that we must have a competent examiner to stand between the children and young men and young women who desire to learn the business of teaching at the expense of the children. This is a work that must be done—it must be well done. What sort of a man is capable of doing this work properly? A cheap job in this particular is more expensive to the people in the long run than a million dollar court house that will tumble down in two years.

It is now believed by most intelligent persons, that it takes something besides good scholarship to make a good teacher. Scholarship is necessary, but aptness to teach, tact, judgment, and good common sense are just as necessary. Character is just as essential as scholarship; and hence a school may be well instructed and be very orderly, while the pupils learn to be ill-natured, uncharitable and untruthful. Hence it is that the real value of a teacher is never discovered until his work is inspected. Herein we find a strong argument for the visiting of schools. A County Superintendent may readily determine the scholarship of an applicant, and may issue to him a license for six months; this is in the nature of a trial certificate. Whether a teacher ought to be re-licensed, or whether a teacher should have a higher grade of license at the next examination depends almost en-

tirely upon the character of the work done in the schoolroom. This can be determined only by personal knowledge obtainable by a visit. There are other and possibly as strong arguments in favor of the visiting of schools. Many of our teachers are young and inexperienced; our normal schools do not, and can not for many years, furnish us with a sufficient number of experienced teachers. Each year at least twenty per cent. of all our teachers have had no experience. Exercising all the care we can in the preliminary examinations, raising the standard as high as we dare, we shall still be obliged to employ those who are not up to the high standard desired. If the best results are to be secured, their work must be inspected and supervised.

There is no duty that devolves upon the County Superintendent, fraught with so much responsibility and embarassment, as the examination of applicants for Teachers' License. He holds the key that unlocks the public treasury. He is to shield the children from the influence of incompetent and immoral persons, who may wish to assume the teacher's office.

Through the combination of character, scholarship, and power to manage and control a school, each applicant must pass. The Superintendent sits as judge in every case. He determines the scholarship of each applicant, by carefully weighing and judging of the correctness of answers to a hundred questions in the eight branches required by the State. He judges of the applicant's power to manage and control a school, by observation of his work in the school room and other evidences; and, above all, he must determine the delicate question of *character* by diligent inquiry. In a word, he must not take any thing for granted, but must know.

The interest at stake in these cases is great. Two parties are involved; the applicant on one side, and the public on the other. And the number each year in each county will equal the number of civil cases before the judge of the circuit court thereof. And they require as much care, deliberation and responsibility to determine as the cases before such court; and each case and question must be decided by the Superintendent without the aid of counsel or jury.

6. INSTITUTES.

One day in each week the Superintendent is a teacher of teachers in the township institutes. This is a work requiring a high order of teaching ability.

During the official visits he ascertains and marks the points in which his teachers are deficient, whether in scholarship or work. Upon these he is prudently silent in the presence of the school, and probably in the presence of the teacher at the time of the visit. These deficiencies become a special subject of investigation at the next session of the township institute. There all errors may be pointed out with great freedom, and free from all suspicion of personal feeling, and, at the same time, free from personal embarrassment. The value of these teachers' institutes in the correction of teachers can scarcely be overestimated, and is derived mostly from the Superintendent's knowledge of the school acquired by his visits.

OTHER LABORS.

1. The correspondence of the Superintendent of an average county, will amount to from one half to one full day's work each week. He has letters to answer from Trustees, in regard to Institutes, availibility and competency of teachers; from applicants for situations as teachers; from teachers in regard to matters upon which they desire information or advice, etc.

2. Consultations with Trustees, teachers and citizens, at all times and all places—within and without the office, will amount to several days in the month.

3. The calls made upon the County Superintendent by the above mentioned parties and others, are as numerous as those made upon any other county officer. The questions to be decided are often complicated, as well as important.

THE SCHOOL TOWNSHIP.

The General School Law of Indiana declares that each civil township and each incorporated town or city in the several counties of the State, is a distinct municipal corporation for school purposes. The township is thus made one of the units in our school system. The officer of the township takes charge of the educational affairs of the whole township; receives and expends the school revenues of the township, and enumerates the school population of the township, etc. The township plan is greatly to be preferred to the separate district plan. This feature of Indiana's system is admired in other and older States, where steps are being taken to adopt similar plans.

RESULTS.

I. Some of the best results of the system have been accomplished through the County Board of Education. The unauthorized and unnecessary changing of text-books has been largely curtailed, and to many schools have been secured the benefits of uniformity in books. In many counties, a saving in the cost of text-books has been effected by means of special contracts between publishers and the County Board—a practice which will soon become universal, to the great protection of parents.

II. The school property and school grounds are kept in better condition. Fewer marks of vandalism are noticed each year, and a respect for public property is growing up. A spirit of emulation has arisen, and more uniform facilities have been provided. Better and more convenient school houses are being erected. The health of the children is receiving more attention. By the investigations of the Board, the misuse of money in the purchase of useless apparatus or contrivances has been discouraged.

III. The Superintendent is charged with the general superintendence of the schools of his county. Under this authority the Superintendents, with the aid of the Boards, have devised courses of

study, and plans for more thorough classification, called attention to neglected branches, and introduced improved methods of teaching.

IV. The unification of the school forces of the county, and the systemizing of the work of the country schools has had a tendency to produce equalization of the school term in the several townships; longer terms; a larger enrollment; an increased per cent. of attendance; an increase in the number studying arithmetic, grammar, geography, history, and physiology, amounting in some places from two-fold to five-fold the number formerly pursuing such studies. The time spent in learning to read, write and spell has been shortened by means of better grading and methods of teaching; while the number pursuing these branches has increased also. The pupils partake of the spirit and are more determined to avail themselves of their advantages.

V. Each year less friction is observed in the school affairs. Better methods of teaching and better ideas upon school management, are brought into prominence by the Superintendents and experienced teachers at visits and in Institutes. The standard of teaching has been raised, at least the scholarship of applicants has been more closely inspected. Finally, it is confidently believed, that better men and women are being trained, and more properly fitted for the duties of life and the service of the state.

CONCLUSION.

"If there is one thing above another which the township schools need, and which will have a tendency to bring them up in grade and to increase their usefulness, it is systematic and thorough supervision. This has been the chief agency in bringing the city and town systems to their present standard. There is scarcely a city or town in the country that does not recognize the fact that efficient supervision is absolutely essential to the highest success. It has been abundantly proved, that a thoroughly competent city superintendent is often worth thrice his cost. If, now, cities and towns, with the advantages of perfectly graded schools, of a long term, and of well-trained and experienced teachers, need supervision, and derive so much benefit from it, the township schools, with all their disadvantages, can not be expected to do superior work without it. The arguments in favor of county supervision are unanswerable. No prudent man would employ a gang of workmen on the farm or in the shop, without devising some means by which their work might be intelligently supervised. Every mill must have its manager; every railroad its superintendent; every contractor his head workman; every merchant his chief clerk; and every machine-shop its master mechanic. In every business of life, as well as in every department of government, there must be a systematic organization of labor with intelligent supervision. The highest purposes of the township schools can not be realized without such supervision. The boys and girls in townships have as much right to enjoy its advantages as have the boys and girls who live in our towns and cities."

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